DOCUMENT RESUME

ED 085 055 JC 740 006

TITLE	The Exploratory Year: A Description & an Evaluation.
INSTITUTION	Greenfield Community Coll., Mass.
SPONS AGENCY	New England Resource Center for Occupational Education, Newton, Mass.
PUB DATE	73
NOTE	96p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Career Education; Career Planning; Community Colleges; Community Cooperation; *Core Courses; Decision Making; *Independent Study; Junior College Students; *Occupational Choice; Occupational Guidance; *Program Evaluation; Short Courses; Sociology; Work Attitudes; *Work Experience Programs
IDENTIFIERS	*Sociology of Work

ABSTRACT

A model program of occupational exploration was conducted for students enrolled in a two-year college and unsure of their vocational goals. The heart of the academic program was a six-credit sociology of work course invoving the psycho-socio-economic aspects of work. Supplementing this course were three other courses. Three components supplementing the classroom activity of the sociology of work course were eight mini-courses, independent study, and an extensive, full-time, volunteer work placements. Thirty interested first-semester freshmen were chosen from admissions interviews to be participants. Of the 26 who completed the program, 24 were helped substantially in focusing their occupational plans. Twenty-nine percent of the staff and faculty had meaningful contact with the program. A program similar to the Exploratory Year has been incorporated into the ongoing college curriculum offerings. An ongoing, cooperative, career education high school program began as a direct outgrowth of the Exploratory Year. Community cooperation was such that only one denial was received to 46 requests made by the program to utilize community resources. (KM)

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THE EXPLORATORY YEAR:

A DESCRIPTION
&
AN EVALUATION

JC 740 006

AN EXPLORATORY YEAR FOR TWO YEAR COLLEGE STUDENTS:
a project conducted by Greenfield Community College
and funded by the New England Resource Center for
Occupational Education.

1973

With Special Thanks to:

Raelee Cohen

Phil Day

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Luella McLaughlin

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INTRODUCTION

The purpose of this report is to describe and evaluate the Exploratory Year project. It is hoped that by sharing our experiences and examining our successes and failures other institutions may be helped if they wish to adopt the project.

In addition, a 45 minute video tape has been developed as a supplement to the written material.

It is anticipated that the reader will be able to relate any or all parts of this material to his situation and not feel compelled to accept or reject the entire process as carried at Greenfield Community College.

The College and the project staff will be delighted to assist institutions as needed. If you wish further information, feel free to call (413) 774-3131, extension 37.

Ethel M. Case
Project Director

INDEX

Introduction 1

Part I *A Description*

Program Summary I-1

Program Specifics I-4

Program Objectives I-4

Planned Parameters I-5

Ongoing Program Decisions I-8

Student Recruitment I-10

Student Participants I-12

Student Scheduling I-15

Sociology of Work I-16

Results -- Students I-19

Results -- Greenfield Community I-24

Part II *An Evaluation*

Evaluation Outline II-1

The Students' Evaluative Responses II-3

Reactions of "In-House" Faculty and Staff II-13

"Outside" Advisory Committees II-20

Conclusions: Three Areas Need Attention II-27

Summation II-32

Appendixes

The Original Proposal
"An Exploratory Year for Two-Year College Students" . . . . . App. A

Interview Sheet . . . . . App. B

Rating Sheet/Work Placement . . . . . App. C

Excerpts from Project Career . . . . . App. D

THE EXPLORATORY YEAR

A DESCRIPTION

Jay Lord
Project Coordinator

PROGRAM SUMMARY

PROGRAM OBJECTIVES:

--To start a model program of occupational exploration for students enrolled in a two-year college who are unsure of their vocational goals by using a six credit course involving the psycho-socio-economic aspects of work.

--To develop an awareness of, commitment to, and strategies for implementing similar models in other institutions by disseminating the results and experiences of The Exploratory Year.

PLANNED PARAMETERS:

--Three community advisory boards would help with program planning.

--The academic program would begin functioning in the spring semester of the 72-73 academic year.

--The academic program would be made available to thirty Greenfield Community College students.

--The academic program would have at its heart a six credit sociology of work course.

--Three other courses would be offered to supplement the sociology of work.

ON-GOING PROGRAM DECISIONS:

--All thirty students would be scheduled in a discreet group.

--All thirty students would, therefore, be first semester freshmen.

--The sociology of work course would have three components to supplement its classroom work.

** Eight mini-courses.

** A major independent study.

** An extensive, full-time volunteer, work placement.

STUDENT RECRUITMENT:

--Method:

** Two members of the program staff would conduct admissions interviews with approximately 50% of those people applying for general admission to the spring semester at Greenfield Community College.

--Eligibility:

** First semester freshmen.

** Unsure of future career plans.

** Willing to volunteer for program.

STUDENT PARTICIPANTS:

--The 30 volunteer participants represented a fair cross section of students admitted to Greenfield Community College for the spring semester of the academic year 1972-73.

--Of the 30 volunteer participants, four (4) did not complete the program.

STUDENT SCHEDULING:

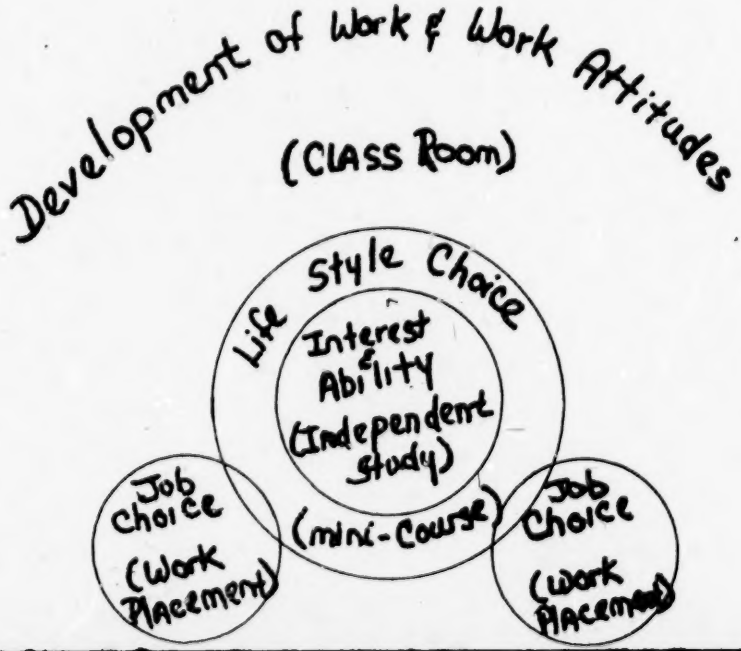
--Courses:

	Credit
English 101	3
Psychology 101	3
Speech 121	3
Sociology 117	6
	15

--Dates:

Semester began February 5, 1973
Work placement April 16 - May 4, 1973
Semester ended May 25, 1973

SOCIOLOGY OF WORK:



RESULTS:

--Students:

** Out of 26 students, 24 were helped substantially by previously mentioned program components in firming up their occupational plans.

--The Greenfield Community:

** 29% of the Greenfield Community College staff and faculty had meaningful contact with the program. A program similar to the Exploratory Year has been incorporated into the ongoing college curriculum offerings.

** An ongoing cooperative, career education, high school program began as a direct outgrowth of the Exploratory Year.

** Out of 46 requests made by the program to utilize community resources, only one was turned down.

PROGRAM SPECIFICS

Program Objectives

TO START A MODEL PROGRAM OF OCCUPATIONAL EXPLORATION FOR STUDENTS ENROLLED IN A TWO-YEAR COLLEGE WHO ARE UNSURE OF THEIR VOCATIONAL GOALS BY USING A SIX CREDIT COURSE INVOLVING THE PSYCHO-SOCIO-ECONOMIC ASPECTS OF WORK.

COMMENT: This model program had at its foundation two basic assumptions:

1. that students must be given the opportunity to self-exploration -- to examine his own needs, aspirations, attitudes and the degree to which they relate to the world of work and possible career choices.
2. that students must be given the opportunity to realistically explore various occupational choices and the changing patterns of the world of work.

TO DEVELOP AN AWARENESS OF, COMMITMENT TO, AND STRATEGIES FOR IMPLEMENTING SIMILAR MODELS IN OTHER INSTITUTIONS BY DISSEMINATING THE RESULTS AND EXPERIENCES OF THE EXPLORATORY YEAR.

COMMENT: An effort was made to share the program's progress with other interested individuals and their institutions.

1. Newsletters, newspapers, and radio:
   - A. Greenfield Recorder, Springfield Union
   - B. WHAI, WCAT
   - C. New England Junior College Student Personnel Association Newsletter (NEJCSPA)
2. Conferences concerned with career education:
   - A. Spring Marathon, School of Education, University of Massachusetts
   - B. NEJCSPA & The New England Consortium. A workshop. "Concepts of Career Education and the Instructional Role of Student Personnel Staffs."
   - C. Massachusetts Career Guidance Week Conference
3. Individual visits;
   - A. Mattatuck Community College, Connecticut to Greenfield
   - B. Essex County College, New Jersey to Greenfield
   - C. Greenfield to University of Maine at Bangor

PROGRAM SPECIFICS

Planned Parameters

THREE COMMUNITY ADVISORY BOARDS WOULD HELP WITH PROGRAM PLANNING.

OBJECTIVE: To effect institutional, community, and educational change as it relates to the needs and aspirations of individual students and to enhance the status of occupational education in our society.

ACTION: Three advisory boards were formed to help with program planning:

1) a board representing the business and social service community
2) a board representing area high school personnel
3) a board representing Greenfield Community College personnel

COMMENT: *Business and Social Service Board*

In order to identify the proper membership for this board, a county wide employment survey was used. From this survey, it was established which industries and social services in the area employed the greatest number of people. Nine concerns were identified; the heads of each of these concerns were contacted and asked to identify one person from their company to serve on the board.

This board was comprised of two representatives from the tool and die industry, two representatives from the utility companies, and one representative each from the insurance industry, the area hospitals, the paper industry, the area service industries, and the public works department.

The board was asked: How can a first semester college freshman have a meaningful work placement in the world of work and not become an economic or administrative burden to the concern with which he has been placed?

Because of the social service interest among the Exploratory Year students, a larger representation from social service agencies would have made this board more useful.

College Personnel Board

The heads of each of the divisions in the College were contacted and asked to recommend someone from their division to serve on the committee. Further, an administrative decision was made that certain people from the Office of Student Personnel should be included on the committee: the Director of Admissions, the Registrar, and one counselor.

This board was asked: What form should the program take so that all of the administrative, academic, and field work components could be integrated into a functional unit?

It was essential that this board have broad representation from all segments of the college. This board representation helped explain the program to the college community and facilitated the incorporation of the program into the regular college curriculum.

High School Personnel Board

Six regional high schools in the area were identified which represented a fair cross section of high schools in the county. Meetings were then held with the principals of each of these schools and people were identified from the schools to serve on the board. A board of seven people was formed: it included one principal, one director of career education, four counselors and one classroom teacher.

Although the board did not have a single, clearly defined focus, its members were concerned about how they could help to identify and recruit students for this program, and how they could profit in their career education efforts from more cooperation between schools.

During the spring semester this board designed and wrote a career education proposal. This proposal will become a program as of September, 1973.

THE ACADEMIC PROGRAM WOULD BEGIN FUNCTIONING IN THE SPRING SEMESTER

OBJECTIVE: To structure the program in such a way that the advisory boards would have time to participate in meaningful program planning.

ACTION: The fall semester was reserved for program planning; the spring semester for the student program.

COMMENT: The Director of Admissions, the Transfer Officer, and the Program Coordinator all feel strongly that an Exploratory Year program is more easily offered during the fall semester.

A program of this type assumes that the semester's work will climax with students making one or more decisions:

1) the selection of major
2) the selection of specific courses
3) transfer to another school
4) the involvement in one of many training programs

Most of these decisions carry strict deadlines for application procedure. It was the experience of this program, that this deadline fell well before the end of the program and hence well before the student's decision-making process was completed.

THE ACADEMIC PROGRAM WOULD BE MADE AVAILABLE TO THIRTY GREENFIELD COMMUNITY COLLEGE STUDENTS

OBJECTIVE: To create a pilot program which, if it were successful, could be easily absorbed into the on-going curriculum of Greenfield Community College.

ACTION: The Exploratory Year program would be open to thirty students -- the normal class size at Greenfield Community College.

COMMENT: This decision was purely administrative. However, it is felt that using this model it would be impossible for one instructor to handle any more than thirty students, given the time that the instructor must commit to counseling.

THE ACADEMIC PROGRAM WOULD HAVE AT ITS HEART A SIX CREDIT SOCIOLOGY OF WORK COURSE.

OBJECTIVE: To create a credit course for students which would integrate the academic with actual experience in the world of work.

ACTION: The creation of a six credit course -- Sociology of Work

COMMENT: Greenfield Community College policy allows a new course, with permission of the Dean of Faculty, to be offered for credit for one semester without having to be approved by the curriculum committee.

THREE COURSES WOULD BE OFFERED TO SUPPLEMENT THE SOCIOLOGY OF WORK.

OBJECTIVE: To offer to students in the Exploratory Year a full semester's program which would <u>not</u> put the students behind in their college work.

ACTION: Three courses were chosen to supplement the Sociology of Work English 101, Speech 121, and Psychology 101.

COMMENT: None.

PROGRAM SPECIFICS

On-going Program Decisions

ALL THIRTY STUDENTS WOULD BE SCHEDULED IN A DISCREET GROUP.

OBJECTIVE: To schedule Exploratory Year students so they would have two days a week for Sociology of Work (SOC 117), which could be used for field trips, independent studies, etc., and three days a week for the other regularly scheduled classes.

ACTION: BLOCK SCHEDULE

MONDAY: PSY 101 (1 hour)

ENG 101 (1 hour)

SPE 121 (2 sessions - 1 hour 15 minutes each)

TUESDAY: SOC 117 Classroom (1 hour block)

SOC 117 Mini courses (3 hour block)

WEDNESDAY: PSY 101 (1 hour)

ENG 101 (1 hour)

SPE 121 (2 sessions - 1 hour 15 minutes each)

THURSDAY: SOC 117 Classroom (1 hour block)

SOC 117 Mini courses (3 hour block)

FRIDAY: PSY 101 (1 hour)

ENG 101 (1 hour)

COMMENT: To facilitate this scheduling, an administrative decision was made that all students would take the same English class, the same psychology class, and the same speech class. This decision essentially created a special group that had little formal contact with other students at the college.

ALL THIRTY STUDENTS WOULD, THEREFORE, BE FIRST SEMESTER FRESHMEN.

OBJECTIVE: To facilitate block scheduling.

ACTION: To recruit only those students who had not been enrolled in college before or those students who had not received credit at college for ENG 101, PSY 101 or SPE 121.

COMMENT: During the actual recruitment of students, several persons were interviewed who had credit for one of the aforementioned three courses but who wanted to participate in the program. Of the thirty students who entered the program, five had credit either at Greenfield or at another community college in English 101 or Psychology 101.

THE SOCIOLOGY OF WORK COURSE WOULD HAVE THREE COMPONENTS TO SUPPLEMENT ITS CLASSROOM WORK.

See program specifics, The Sociology of Work, page I-16

PROGRAM SPECIFICS

Recruitment and Selection

METHOD

OBJECTIVE: To identify 30 first semester college freshmen who would be interested in participating in the Exploratory Year program.

ACTION: Participants would be identified during the admissions interview. Two Exploratory Year staff members would assist the Director of Admissions with these interviews.

COMMENT: Our initial plan for recruitment for these students involved the Director of Admissions and the mandatory interview that each incoming freshman has with him. It was hoped that he could identify those students who were unsure of their occupational goals. Because it was uncertain as to how many students would be interested in the Exploratory Year, a system for ranking students was devised (see appendix B).

This plan did not work well and had to be revised early in October. This was necessary for three specific reasons:

1) Many applicants came to the interview stating they had firm occupational goals because they felt this would help their chances for admission.
2) Because of this, it took a great deal of time to identify those students who needed the Exploratory Year. The Director of Admissions did not have enough time to break down the barriers that some applicants presented.
3) It soon became apparent that the majority of Exploratory Year participants would come to college either as Liberal Arts Students or as Special Students. The total number of full time Liberal Arts or Special Students in the spring semester was 57. This meant the program would not be swamped with applicants for the Exploratory Year.

It was then decided that two Exploratory Year staff members would assist the Director of Admissions with his interviews of spring semester applicants. By doing this, everyone had more time with the applicant and, therefore, more chance to explain the program and find out if it was a logical option for the applicant. Further, the ranking system was scraped since it probably would not be needed and that in order to get a good cross section of students, applicants should be accepted on a first come, first serve basis.

The revised system worked well. The two Exploratory Year staff members conducted 126 interviews; the Director of Admissions conducted approximately 300. From this number 35 applicants expressed interest in the program. The first 30 students who committed themselves by paying the necessary fees were accepted into the program.

For the spring semester there were 35 full-time Liberal Arts first semester freshmen and 22 first time freshmen who came as Special Students. Out of this total of 57, thirty joined the Exploratory Year program.

ELIGIBILITY

OBJECTIVE: To identify 30 incoming students who wished to participate in the program.

ACTION: Only three general eligibility requirements were set:

1) first semester freshman
2) unsure of future career plans
3) willing to volunteer for the program.

COMMENTS: None.

PROGRAM SPECIFICS

Student Participants

THE 30 VOLUNTEER PARTICIPANTS REPRESENTED A FAIR CROSS SECTION OF STUDENTS ADMITTED TO GREENFIELD COMMUNITY COLLEGE FOR THE SPRING SEMESTER OF THE ACADEMIC YEAR 1972-73.

COMMENT:

PERSONAL DATA

Number of Men	15	15
Number of Women	15	15
Average age (as of Feb. 1, 1973)		20.6
Married Participants		4
Veterans		4

EDUCATIONAL BACKGROUND

Graduated from high school	24
G. E. D.	4
No G. E. D. or diploma	2
Grade Point average in high school	77.9

EMPLOYMENT BACKGROUND

Never worked	4
Never held a job for more than nine months	8
Held a job for more than nine months	18

TESTING DATA

EXPLORATORY YEAR STUDENTS

	Range	Mean	Average
IQ (Otis-Lennon)			
Raw Score	31 – 74	55	54
READING (Davis)			
Comprehension			
%	11 – 98	49	47
Speed			
%	1 – 95	43	43

INTEREST (Kuder) Interest Area	%
High	
Outdoor	68%
Social Service	56%
Low	
Clerical	80%
Persuasive	64%

CONTROL GROUP

	Range	Mean	Average
IQ (Otis-Lennon)			
Raw Score	30 – 76	58	54
READING (Davis)			
Comprehension			
%	1 – 90	41	37
Speed			
%	1 – 87	32	35

INTEREST (Kuder) Interest Area	%
High	
Artistic	50%
Social Service	40%
Low	
Clerical	50%
Scientific	50%

OF THE 30 VOLUNTEER PARTICIPANTS, 4 DID NOT COMPLETE THE PROGRAM.

COMMENTS: One paid the registration fee, but did not show up to any classes.

One came to the first class on the first day and was never seen again.

One came into the program for six weeks before expressing dissatisfaction; he then left.

One had to leave the program due to health reasons.

PROGRAM SPECIFICS

Student Scheduling

COURSES

OBJECTIVE: To offer 3, three credit courses to supplement Sociology of Work. These three courses had to meet the requirements of any career curriculum offered at Greenfield Community College.

ACTION: Three courses were chosen: English 101, Psychology 101, and Speech 121.

ENGLISH 101: Introductory study of expository writing from the point of view of structures for the organization of material. Chronological and logical structures with emphasis on patterns of development appropriate to papers and examinations for various college courses.

PSYCHOLOGY 101: Introduction to the principles and study of behavior. Considers such topics as perception, motivation, learning, personality study, and appraisal and the dynamic of maladaptive behavior.

SPEECH 121: Principles of group discussion with emphasis on the role of the discussant as a speaker and listener. Deals with contemporary issues and problems.

The instructors of these three courses met regularly with the instructor of Sociology of Work during the first semester to integrate the materials which each would be teaching during the semester. It was planned that these meetings would continue through the second semester to continually update planning. Unfortunately this did not happen regularly because of other commitments the faculty had.

DATES

OBJECTIVE: To free all students of class work for 3 weeks so that they might participate in a work experience.

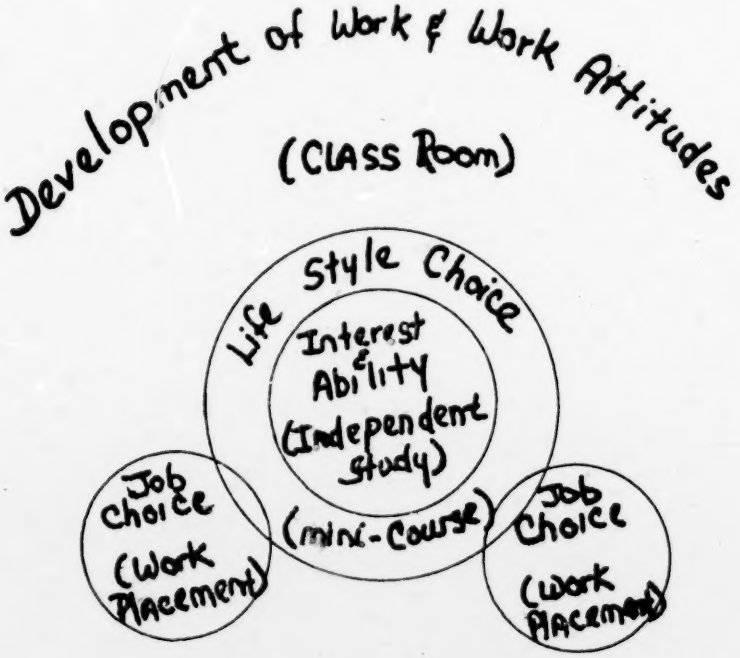
ACTION: Classes were cancelled for the two weeks following the one week spring vacation.

COMMENT: Each student could go on his work placement for 3 weeks if he was willing to forego his spring vacation.

Two out of four subject matter teachers felt they needed the 2 weeks the students were gone to complete their course properly.

PROGRAM SPECIFICS

Sociology of Work



OBJECTIVE: To create a climate in which participants could comfortably merge hard career data with significant life-style choices.

ACTION: A course was created with four basic components that focused on four distinct but interrelated areas.

1. Societal development of work and work attitudes

   A. *Classroom work in Sociology of Work*

2. Individual development of interest and identification of abilities

   A. *Independent study*
   B. *Bi-monthly counseling sessions*

3. Life style choices

   A. *Eight (8) mini courses*

4. Merging of the society with individual interests and life-styles into a possible work situation.

   A. *Work placements*

COMMENT: *Classroom work in Sociology of Work*

Historical development of work -- concept of division of labor, time, wealth, mobility, education and family in:

the gather society
the hunter society
the agricultural society
the industrial society

Cultural development of work -- Protestant reformation, puritanism and capitalism:

Henry IV vs. Pope Gregory VII
Luther and indulgences
Calvin -- predestination and election
Puritian theocracy matched to practical Calvinistic traits
Capitalism: the incorporation of Calvinistic traits as an expression of self-worth.

Socialization of individuals -- development of sex roles, family obligation, codified behavior, group interaction and individual needs through:

school
family
broadcast media
written word

Stratification -- conflict vs. functional theory of stratification and their implications concerning status, class and power:

Karl Marx
Comte and Durkheim
Max Weber -- orders of class, social honor and party

The Future -- changes in technology and its accompanying revolution in social and career patterns.

Independent Study

Each student engaged in a major 10 week independent study to validate what he considered an important interest to him.

It was felt that if a student could sustain the motivation to work consistently on his independent study for 10 weeks, he had identified a building block for his career planning.

Approximately 65% of the students spent more than 10 hours a week on this independent study.

Each student met every two weeks with the instructor of the Sociology of Work to discuss and explore this independent study.

Mini-courses

Eight mini-courses were created. Each student was required to attend at least three. The courses were four sessions long, with each session running at least 75 minutes. The courses attempted to make available to the participant hard information on the results of certain life-style choices which might be made in the future.

SEX ED:	Birth control, V. D., abortion, babies.
MONEY:	Credit, simple budgeting, insurances, banks.
WOMEN & WORK:	The professional woman, the non-professional woman, women working with women, working women with children.
FAMILIES:	Living alone, living in a twosome, the nuclear family, communes.
LEISURE:	Work vs. play, competitiveness, conspicuous leisure, being lazy
ADDICTION:	T. V., talking, smoking and drinking, dope.
T-GROUP:	Communication skills.
LAW:	Lawyers and the court, contracts, criminal law, divorce.

Work Placement

Each student participated in a two to three week work placement.

By building on the independent study and the mini-courses through counseling, an area and level of possible employment was identified with each student. People were then contacted until a 40 hour/week volunteer work placement for each student could be found.

Details:

1. $100,000 - $300,000 liability coverage was provided for each of the students.
2. Students were responsible for their own transportation.
3. If a student went out of town, (approximately 50% did,) the program attempted to find a place for them to stay free.

PROGRAM SPECIFICS

Results -- Students

OUT OF 26 STUDENTS, 24 WERE HELPED SUCCESSFULLY BY PREVIOUSLY MENTIONED PROGRAM COMPONENTS IN FIRMING THEIR OCCUPATIONAL PLANS.

COMMENT: There are 4 basic components of the program with which each of the students was involved. These components included classroom work in Sociology of Work, the mini-courses, the independent study, and the work placement.

A student was judged to have benefited substantially from the program if he completed successfully three of the four components.

Classroom

Success in classroom work equals a grade of D or better.

Specifics:

A	13	B	2	C	1	
A-	2	B-	4	C-	1	
B+	0	C+	2	INC	1	
	15	+	8	+	3	= 26

Summary: 25 students received a grade of D or better in Sociology of Work

1 student received the grade of Incomplete.

Mini-courses

Success equals the completion of three mini-courses.

Specifics:

20 participants completed 3 mini-courses

3 participants completed 4 mini-courses

2 participants completed 5 mini-courses

1 participant completed 6 mini-courses

Summary:

26 students completed three or more mini-courses.

Independent study

Success equals a decision producing experience.

Specifics:

	INTEREST	INDEPENDENT STUDY	DECISION PRODUCING	
			Yes	No
1.	Music	Assistant instructor in Guitar workshop/creation and recording of original music/development of basic skills	X	
2.	Black Studies	Reading/regular contact with black faculty member	X	
3.	Film	Audit of A. V. course/work as A. V. technician	X	
4.	Astronomy	Individual work in math and physics/nightly observations through telescope	X	
5.	Photography	Dark room work/extensive picture taking	X	
6.	Coaching	Reading	X	
7.	Media	Reading/coordinator assistant for Greenfield Community College Weekly T. V. show	X	
8.	Nutrition	Reading/work with extension service		X
9.	Community Organizer	Welfare Department -- Case load of 40 people	X	
10.	Marine Biology	Creation of salt water tanks/scuba diving course/ regular faculty contact	X	
11.	Teenagers	Hotline worker/reading/volunteer work in school system	X	
12.	Manual Labor	40 hour week production line job	X	
13.	Physically Handicapped People	Instruction for the blind in skiing		X

	INTEREST	INDEPENDENT STUDY	DECISION PRODUCING	
			Yes	No
14.	Community Organizing	Extensive reading/Hotline worker	X	
15.	Doctor	Working in office and at hospital with Pediatrition	X	
16.	Commercial Art	Auditing of two, three credit courses	X	
17.	Computers	Reading/work with simple plastic computer		X
18.	Personnel Work	Work with Division of Employment Security/ development of stock portfolio	X	
19.	Pottery/Teenagers	Reading/creation of pottery workshop/personal inventory	X	
20.	Veterinarian	Work at goat farm/reading		X
21.	Alcoholism	Reading/AA meetings/work at Alcoholism Clinic	X	
22.	Confused -- never really did anything			X
23.	Physical Therapy	Work on Physical Therapy unit/body movement class	X	
24.	Teacher	Reading/paid work/volunteer work in 4th grade classroom	X	
25.	Kinetics	Reading/research		X
26.	Minister	Reading/interviewing		X

Summary:

19 participants successfully completed an independent study.

Work Placement

Success equals a rating of 5 or better (see appendix).

Specifics:

	Type	Organization and Where	Rating
1.	Research paper on recording industry	Individual study, Greenfield, MA	5
2.	Community Organizer	Washington Urban League, Washington, D.C.	10
3.	Film Editor	Bay State Films, Agawam, MA	10
4.	Astronomer	Franklin Institute, Philadelphia, PA	9
5.	News Photographer	Springfield Union, Springfield, MA	8
6.	P. E. Teacher	Northampton High School, Northampton, MA	9
7.	News Broadcaster	WCAT, Orange, MA	9
8.	Nutritionist	Franklin County Public Hospital, Greenfield, MA	5
9.	Case Worker	Department of Public Welfare, Greenfield, MA	Unable to be completed for personal reasons
10.	Scuba Diver	Salvage operation, Virginia coast	Unable to be completed for insurance reason
11.	Psychiatric Aid	Long Island Jewish Hospital, New York, NY	10
12.	Nurse	Farren Memorial Hospital, Montague, MA	4
13.	Mental Health Aid	Franklin-Hampshire Rehabilitation, Greenfield, MA	6
14.	Community Organizer	Greenfield Community College/Community Services, Greenfield, MA	6

Type		Organization and Where	Rating
15.	Gynecologist	Dr. Tanz/Lenox Hill Hospital, New York, NY	7
16.	Commercial Artist	Channing Bete, Greenfield, MA	9
17.	Computer Technician	Greenfield Community College/Computer Center Greenfield, MA	5
18.	X-ray Technician	Farren Memorial Hospital, Montague, MA	10
19.	Outward Bound Institute	Proctor Academy, NH	9
20.	Educational Planner	Greenfield Community College/Community Services Greenfield, MA	3
21.	Social Worker	Beacon Clinic, Greenfield, MA	9
22.	Machinist	Blazedels Machine Shop, Florence, MA	5
23.	Physical Therapist	Farren Memorial Hospital, Montague, MA	10
24.	Elementary School Teacher	Warehouse School, Roxbury, MA	10
25.	Research in Kinetics	Dr. Sheflen; Bronx State Hospital, New York, NY	4
26.	Minister	St. John's Episcopal Church, Montclair, NJ	10

Summary:

21 students successfully completed their independent study.

PROGRAM SPECIFICS

Results -- Greenfield Community

TWENTY-NINE PERCENT OF THE GREENFIELD COMMUNITY COLLEGE STAFF AND FACULTY HAD MEANINGFUL CONTACT WITH THE PROGRAM.

COMMENT: Many members of the college staff had extensive contact with the program. This contact took such forms as: handling several of the mini-courses, working with students on their independent study, providing work placement contacts for the program coordinator.

As the semester drew to a close, extensive contacts were begun between program staff and Student Personnel members. These conversations focused around possible instructional roles for Student Personnel members. Out of these discussions came "the Exploratory" program for the 1973-74 academic year. This program will be open to 40 Greenfield Community College students. These students will, as a group, take Sociology of Work, Group Discussion (SPE 121) and a three credit course composed of several "mini-courses." This program will be offered as part of the ongoing curriculum at Greenfield Community College. It will be totally financed by the college.

These changes would not have been possible without the active support of much of the faculty. The groundwork for the support was laid during the year by involving a wide spectrum of faculty and staff early in the year with the planning and execution of the program.

AN ONGOING COOPERATIVE, CAREER EDUCATION, HIGH SCHOOL PROGRAM BEGAN AS A DIRECT OUTGROWTH OF THE EXPLORATORY YEAR.

COMMENT: The High School Advisory Board planned, wrote, and submitted a career education proposal to New England Program for Teacher Education (NEPTE).

This request for funds to NEPTE was turned down. Many discussions then began, the program was rethought to include only the bare essentials. By utilizing local resources, all of the essential components of the original proposal (see appendix) will begin to take form starting September 1973.

OUT OF 46 SPECIFIC REQUESTS MADE OF THE COMMUNITY ONLY 1 WAS TURNED DOWN.

COMMENT: The community was extremely helpful to the program. The only difficulty the program encountered was a request which involved a union contract. If this program is to be run with a different group of students, relationships with unions would have to be completely thought out. A possible solution would be to include several local union leaders on the Business/Social Service Advisory Board.

T H E E X P L O R A T O R Y Y E A R

AN EVALUATION

William Sweeney
Project Evaluator

INTRODUCTION

This report constitutes an evaluation of the Exploratory Year, a career education project administered at Greenfield Community College during the 1972-73 school year. It is not a full description of the background, development, and execution of the project; such will be found in related documents. What is intended is seen in its format: a basic dialectic that asks what was attempted and then compares that to what was achieved -- these being articulated and judged by the people involved. Thus the fundamental scheme is simply the definition of goals, then the decisions concerning results -- as they were seen by the three "kinds" of people involved: the students, the "in-house" faculty and staff, and the "outside" advisory committees. The compiler of this report has felt free to add comments at the end of each section and the report concludes with his conclusions and summary. The comments, conclusions, and summary are written with those in mind who may wish to take some advantage of what has been learned at Greenfield.

No attempt has been made to "correct" the written and taped expressions of those interviewed: the reader must supply his own sic's.

EVALUATION OUTLINE

THE STUDENTS' EVALUATIVE RESPONSES:

--The students' early reactions to the Exploratory Year

** Early understanding of purposes

** An important modification: "Know thyself"

--The students' evaluations at end of semester

** Few made hard-and-fast decisions

** Their actual achievement: confidence

--Aspects of program credited for achievements

** Project coordinator

** Others

** Exceptions to general feelings of approval

--Comment

REACTIONS OF "IN-HOUSE" FACULTY AND STAFF

--Two distinct impressions

** Decision oriented

** Personal-awareness oriented

--Two "decision oriented" committeemen

--Two in "intermediate" category

--Two "personal-awareness oriented" committeemen

--Comment

"OUTSIDE" ADVISORY COMMITTEES

--Business Advisory Committee

** Representative committeemen

** Comment

--High School Advisory Committee

** Representative committeemen

** This committee's larger vision of its purpose

** Comment

CONCLUSIONS: THREE AREAS NEED ATTENTION

--Understanding of purposes

--Composition of the student body

--Instructional and administrative staffing

SUMMATION: WERE ORIGINAL PROPOSAL'S GOALS MET?

THE STUDENTS' EVALUATIVE RESPONSES

THE STUDENTS' EARLY REACTIONS TO THE EXPLORATORY YEAR

In general, the students who were admitted into the Exploratory Year expressed their understanding of the purposes of the program in a fairly consistent manner.

> I understand the purpose of this program is to help me find out what we would like to do in the future and how to go about doing it.
>
> ... to give people a chance to try out certain job interests. But for the student to not lose credit or money. To help people make decisions about there future.
>
> ... to develop a sense of direction (the direction being in the form of a career) for all the individuals in the program ...

Almost all of them were prepared to concentrate on two principal concerns: school and work.

> ... it was designed to orient me to the world of business and education.
>
> ... to help us see a direction and a reason for our studies ..., whether it be GCC or another school or a job for the future.
>
> To help me find some type of education or work that I like.

The state of mind which many brought to the program is implied in this comment:

> I felt it was a sort of "last gas station" for people who had lost faith in present education systems and for people who feel very unsure about their futures.

As will be seen, this dual emphasis remained important to the students -- so important that their eventual insistence that the relationship between their academic and their occupational activities be made immediately apparent provided a challenge to which their instructors reacted with decidedly mixed feelings.

Of course, not everybody got the complete message. One student understood that

> ... the purpose of this program is to get 2-year college people into the right major, because of the amount of dropouts and changed majors.

But for the most part school and work were seen as important concerns right from the start.

One important modification of this understanding appeared early in the course of the program. The Socratic injunction "Know thyself!" became the dominant task, playing a key role in a "proper" determination of vocation. Students came typically to worry less about specific goals and became more concerned with developing an awareness of their own gifts and handicaps. From the February 22 interview, held only two weeks after the beginning of classes, came the clear and broad response that the purpose of the program was to alleviate, to some extent, their disillusionment with self, school, and world. One student noted that his real stimulus was the feeling that had previously grown on him of his own insufficiency and his resultant fear of the question "What am I going to do with the rest of my life?" Another stated "Nobody expects miracles," and went on to say that just wanting badly enough to find out even a little about one's goal or direction meant a whole lot.

THE STUDENTS' EVALUATION AT THE END OF SEMESTER

That this early optimism was justified, in the eyes of the students, seems evident in their completely positive -- and often very enthusiastic -- final interviews. Written responses were gathered from the students on May 10 and spontaneous interviews were taped with 13 students, who volunteered, during the week of May 21. In reviewing these responses, it becomes apparent

that few students made hard-and-fast vocational choices. The comment of this student is not untypical:

> Actually I have no definate goals, other than keeping my intersts high. I really don't want to become a job title. I want to be a person first of all.

A common attitude of those who had achieved a tentative direction is illustrated by the following:

> An X-ray technician got me interested in surgical tech. I am planning to continue schooling in that area unless something else comes along.

As with a few others, the principal value of the experience for one girl lay in her discovery that she <u>didn't</u> want to do what she previously had thought. As still another expressed it,

> I fe[illegible] the program did accomplish its purpose. It, as I understood, did not set out to put a student in the right job area by the end of the semester, but to let the student explore for himself. In that light it has been truly successful -- at least for me, and I am sure for most others.

Only a minority made specific occupational choices.

> The Exploratory Year helped me define a definate goal for me to reach for. I had thought about being a physical therapist or a physical therapist aide before. Now I have a goal, a definite goal to reach for.

> My courses of study will be mainly directed towards journalism, and for this I can credit the Exploratory Year. I feel I can say that, because the program has enabled me to decide on a career and direct my efforts towards that career.

One would not be surprised, however, if some skepticism were to greet the occupational choice of one student:

> I wanna have goats & live on a farm, etc, etc. The Exploratory Year has definitely influenced me about goats (i would never have gotten into goats if i hadn't had the job at the goat farm -- part of my independent study).

The real accomplishment, in the minds of students, was the achievement of more positive and confident feelings toward self, school, and work potential.

> Of course the program was more of a success for some people than for others, but I think a lot of the students found out a whole lot about themselves and their own potential, about the field they were interested in and about what school has to offer. For some it opened their eyes to possibilities -- and often considerations and probabilities -- which they had never thought of .... For many it has made a tremendous difference in how they plan to deal with the system in the future. I have learnt that it has something to give, and I am going to actively seek that. I used to stay far away from teachers outside classes and from counselors. Now I'll ask for their help and I'll have more confidence in them. I see that school does not have to be boring -- I'll work harder and demand more to make it interesting.

The above quote comes from one of the more articulate members of the class, but the sentiment is by no means uncommon. In the words of others:

> I am more aware of why people choose certain jobs and I feel that my relationship with the world of work has changed, meaning that I now think of myself as a source that the employer uses and that he must not abuse it. The program has had a very desirable effect in that it brought a lot of strangers together that are now friends.

> Some of the results were that we became a close, caring group and were able to share feelings with each other. In our other classes, I noticed kids questioning, asking the whys about learning certain things -- especially in psychology. There was great student/teacher contact and a direct effort to better situations.

> I had seen the purpose of the program as a means to establish a direction for my life but I had not seen that direction being found in myself, knowing myself.

> My particular interest was Education and this is what I pursued. What I didn't realize though was that I was going to learn a lot about myself as an individual. I learned a great deal about education, its systems, teachers, etc. But I also learned a great deal about myself.

ASPECTS OF PROGRAM CREDITED FOR ACHIEVEMENTS

Indications of what, in the opinions of the student, were responsible for their "good" experiences, also show a good deal of agreement. Students unanimously assigned the greatest amount of credit for their achievements to Jay Lord, the Project Coordinator, but were usually generous as well in their comments about their other instructors.

> For me Jay Lord was a father, brother, friend, and shrink. He was very honest and helped me to make decisions without forcing or strongly suggesting things. It was me who decided and he helped carry them out. I could talk to him about any thing and have the easy feeling of not being afraid to call him Jay and go to him with anything. He was a really diversified smart guy to and could explain things to me I had never thought about in say taking a job... Instructors added to my knowledge and were very understanding. I didn't feel very pressured or forced to do something, it was my choice. All in all everyone I met on my Exploratory Year and at Greenfield Community College made this the first time I could say I enjoyed learning.

> I would have to say that all people involved were somewhat responsible for the good experiences at Greenfield Community College (GCC). It would also be silly not to say that Jay's personality didn't have a whole lot to do with the good experience of the program. Jay's honesty and caring (concern) for people made for many good experiences. Jay, Dave, Donna and Sol (maybe not quite as much so) were all my friends along with being my teachers, just as my classmates were also my friends. That's a good feeling and makes an education more of what it should be.

> The personalities of all the people having to do with exploratory year were unbeliveable I don't think this program would have worked if its wasn't for Jay Jay has to be one of the nicest, intellagent person I ever meet I don't mean to boast about Jay, but that how I feel. Jay has a increditable amount of energy he's give off, that its make you glow and you find your self doing thing you thought you couldn't do. the student in the Exploratory Year were great I never got so close to so many people in such a short time.

> Jay was born to do this program -- that is clear. And it could never have been the same without him. He could do so much with the individual, for every one trusted him

> and he had so many ideas and so much openness to different ways of doing things. The leader next time around must be picked with care.

The programmed aspects of the project which usually elicited approval included their closeness as a group, the mini-courses, their independent studies, their work experience, and the regularly scheduled classes. The closeness, especially, that developed from taking all their classes together seemed a revelation to all of the students.

> I would keep all people together because when people get to know each other well it is much easier to learn things along with enjoying it which is so important. The closeness of everyone involved is important.

> The aspect of groupness ... has proved to be one of the most positive things to come out of the experience. Groupness in the sense that the students are together in all or most of their classes, that they are able to interact with their teachers.

> By setting up the program with all of their classes together, the students got exceptionally close to one another and able to give support -- a necessity I believe.... The very personal friendships within the class was unusual, because in the majority of schools it seems that it is very hard to establish closeness in classes.

Most of these reactions to the closeness of the group experience were unqualified in their enthusiastic approval. So satisfying was the experience that a recurrent theme in students' responses concerned their possibly negative reactions to going back to what they perceived as the impersonal routine of regular classroom activity. That all was not completely satisfying, however, comes through in one girl's comment:

> The small groups we had [should] be arranged so that everyone got to hear about everyone else instead of a selective few.

But, by and large, the experience of going through classes together as a group, and finding support readily available from that group, seemed to

open a whole new world to the students. One young man's expression of gratitude is eloquent.

> I think that the exploratory group as a whole were probably the greatest thing that could have happened to me this past semester. Inasmuch as this was my first semester of college work, I was considerably concerned before I entered about some of the problems connected with colleges and my ability to cope with those problems. I can honestly say that any problems I encountered were dealt with by Jay or anyone else I talked with as if they were their hassels and not mine. Need I say more.

The mini-courses (described in Jay Lord's report) evoked considerable enthusiasm. Those concerning law, sex and the T-Group were mentioned most often. The general comment of one student is typical:

> If I were directing a program of this sort, I would require that all entering freshmen take the equivalent of our mini-courses. They're basic problems that everyone has to deal with upon entering school (especially away from home).

Expressions of the worth and value of the various independent studies were common:

> I worked in Graphic Design and an Art Course at the college as my independent study. These were very helpful to me. I got acquainted with some materials, how to use them and to learn some on past artists and to familiarize myself with means and materials in the graphic arts. I really feel I am getting somewhere.
>
> Also I would like to mention during all this I have read 10-15 books on education. Prior to this I had read five books in the last two years.
>
> The independent study, I see as an absolute must. Being able to study a subject unstructurally is a valid way of deciding if you are really interested in a certain subject.

The work experience, as might be expected, had varied results. There seems little doubt that, whether the student reacted positively or negatively, these experiences resulted in a lot of learning.

> During my 2 wk. placement I worked at _____ Hospital as a 'nurses shadow' and I discovered that it is very hectic and pretty impersonal work. I decided I could learn and do the physical part of work but didn't think I would ever feel good mentally about the way I'd have to be.
>
> My two weeks -- I spent 80 hours at [a clinic for alcholism] which was a tremendous experience. I worked closely with some alcholics and a therapist helped familiarize me with the set up at the clinic by taking me to staff meetings.... It was a two week experience I will always cherish, whether I end up working in the field or not.
>
> As for the completed work experience question, it not only was a new experience for me, but for them [in an area advertising agency]. We got along well and I was invited to keep myself known to them and when I got some training they would consider me for a job.
>
> I felt what I studied was very beneficial but I needed something more, perhaps a whole environment, to put it in perspective for me. The work placement did that for me. I went to Washington D. C. and work in the Washington Urban League on 16th St. in N. W. I worked very closely with Millicent Davis, the Associate Director of Programs. I have a flavor of WUL and of the total Washington environment. Mainly, Millicent is responsible.

Interesting as well as the general approval given to the regularly scheduled classes. The Sociology of Work taught by Jay Lord, evoked the most positive responses.

> Most of the program went well, and I would definately keep all the classes we had on socilization and stratification in societies. The evolution of the work (the "string of time" was perfect and much more meaningful than if we had only had dates of events).
>
> The Sociology of Work course has given me a basic understanding of the history of man as he relates to his environment, particularly to modern industry.

However, the very popularity and informality of Sociology of Work had serious repercussions in the minds of several students for the other three classes.

> I feel that Jay was the only teacher who tried to fit

> his class together with our needs towards helping us search ourselves to find out what we wanted to do with our lives. Our other teachers seemed to be caught up in their own ideas of what was important and we didn't feel a part of it, in other words it was sort of impersonal. I don't have anything against the teachers, they were very friendly, understanding and interested in the program, but I don't feel they helped me understand myself or other people. They just showed me that they were college prof. teaching some students in college. Most people were interested in the program but had nothing to say about the Sociology of Work. And that is what the whole program is about, not just one class, but everything pulled together.
>
> The independent study itself was great but the other courses [psychology and speech] are taught the usual way using the usual techniques and this is what really turned me off. They are not practical.
>
> The only change I would recommend is that certain standardized courses be dropped for some members of the group. The courses are unsuited to the objectives of some of the students.

A special source of anxiety shared by almost all students seemed to be the course which they saw as most "structured" - i.e. that used a regular pattern of tests.

> The course has been interesting and I have learned a a lot but the method of approaching the course has been restricting and has caused a lot of frustration and worry.
>
> It seemed too structured and inflexible (without good reason) expecially compared to the Sociology class. It also didn't seem to have too much to do with us as people -- a very important part of the program, its humaness.

Only one student can be excepted from this hunger for a lack of "structure":

> ... but I also long for that formal book work -- testing type things. For me I guess I learn better that way.

Yet, despite the reservations, more and less vehement, the good will represented by the following is not untypical of the general responses.

> The other instructors were also good and didn't play authority games with us.

COMMENT

What emerges, then, from students' responses is a great deal of pleasure at having participated in a varied, eye-opening, intriguing, and generally satisfying program highlighted by 1) the presence of a coordinator who "spoke the language," 2) the opportunity to share troubles and impressions with a close and sympathetic group of peers, and 3) the fulfillment that comes with "learning" a lot and "doing" well.

REACTIONS OF "IN-HOUSE" FACULTY AND STAFF

TWO DISTINCT IMPRESSIONS

Those faculty and staff members from the college who were concerned with the planning and execution of the Exploratory Year can effectively be identified as the Faculty Advisory Committee, since the project coordinator and the other three instructors served as the core of that committee. In documenting the evaluative reactions of this group, one quickly perceives that there seem to have been essentially two distinct impressions of the goals of the program. With considerable justice, one could divide the people involved into one group who saw the program as primarily "decision oriented" and another who saw it as primarily "personal-awareness oriented." In order to distinguish these points of view, the reactions of six committee members will be analyzed. The first two (members A and B) functioned only as committeemen. The next four were also instructors (the last being Jay Lord, the Project Coordinator).

TWO "DECISION ORIENTED" COMMITTEEMEN

Typical of the "decision orientation" was committee member A's statement that the purpose of the program was to help students "find out what sorts of careers were available and what opportunities are open for them and where they fit in." As a means to attain this end of "finding out," member A supposed that the program "would rely on people coming in to explain their fields" so as to expose the student to as many fields as possible and thus give him a more realistic basis for decision-making. Not surprisingly, member A characterized the aim

of self-development as "peripheral".

Not all those who were "decision oriented" saw the program as essentially informational in nature. Interviewed about a month before classes actually started, committee member B saw the project as giving the student "educational and vocational direction" and expected the student to "find himself" as a result of the time and special help given him. What this member expected was a class quite typical of "Liberal Arts" and "Special" students, who often find themselves in those categories simply because they have no particular vocational goals. He expressed a lack of awareness as to why the particular English, Speech and Psychology classes had been chosen, but assumed that the student would be brought to see the long-range benefit resulting from them. While this member's notions of the expected results were essentially similar to those of member A, he expressed considerable skepticism about the probability of being able to accomplish such purposes in so short a time.

TWO IN "INTERMEDIATE" CATEGORY

The assumption and expectations of members C and D, who were also instructors, seem to fall into an intermediate category. During the semester, both were often puzzled, concerned, troubled; and while these reactions have something to do with their understanding of the goals of the project, they also have much to do, in C's case, with his expectations concerning the nature of the students. C seemed at the beginning to have a fairly accurate (though idealistic) notion of the project's purposes. He did <u>not</u> see the program as "occupationally directed," but considered it "an offer to experience the two worlds of school and work" and an experiment to see whether combining the academic and vocational areas

would give the students a "foothold." The students who would be attracted to such a program C did not expect to be any more skilled or resourceful than a normal class would be. But he did expect another quality.

> These people are seeking a specific goal: they want to want something. That is, they want to learn about themselves and not to be uncertain.

What he did not foresee was that, for an apparent majority of his Exploratory Year students, the "school" aspect of the program had first of all to be justified. C was "flabbergasted" at having to spend so much time defending the content and method of his course instead of "getting on with it." That his sense of frustration was shared is illustrated by one student's comment during class:

> I didn't want to go to school, and that's why I came into the program -- and here I am in school!

Such feelings were expressed to C by only a small number of students, and so it might be unjust to use this statement to completely characterize the response of the whole class to school work. But C was convinced that this feeling was shared to some degree by much of the class. And students were not at all hesitant in stating that, to them, school had proven in the past to be an unpleasant -- even threatening -- place. In C's experience, this class was more than usually prepared to question the content and style of a course, and less disposed to accept what seems a truism to most instructors -- that you must learn something before you are qualified to decide whether it's worth learning. In C's own words:

> I had this image of a tremendous amount of enthusiasm about to be unleashed upon me. I was wrong....Theoretically this is still a good course for such a group, but it is still school and you have to want to learn in order to learn well.

D's experience was unsettling, too. As he understood it, the purpose of the project

> was to take a select group of students who did not really have that clear an ideal of what education meant to them nor a specific career interest...and to have them learn ways of pursuing and gaining knowledge of different fields to make them more able to choose a profession or career...

Note that the essential similarity between C and D was their common assumption that getting students to learn and to make use of that learning were the primary purposes of the project. Each translated that notion into the rationale of his course by assuming that the students had adopted those purposes as their own. But that assumption is essentially no different from that of virtually every teacher (with his fingers crossed) at the beginning of every semester. In wry retrospect, one can see that conflict was inevitable. C assumed there would be less need for justifying the existence of his course, and neither he nor D were prepared for the fact that even more was demanded. Add to this observation the fact that D's course involved the learning of basic concepts and terminology and relied, therefore, on periodic tests to monitor acquired skills -- and one has the makings of a conflict typical of our time: a class with several articulate students disenchanted with "school," and a course exemplifying that current bête noire of students--"structure" (i.e., tests).

Add to these the additional fact that there was no regular communication among the four instructors and that, as a result, D was unaware of the extent to which his students' demands for "relevance" were being reinforced by their developing group identity and group experiences. Small wonder then, with these instructors assuming enthusiastically that the students' notions of success coincided with their course objectives, that these courses seemed only "more of the same" to the students, and

that a not uncharacteristic response was that already quoted previously:

> Our other teachers seemed to be caught up in their own ideas of what was important and we didn't feel a part of it; in other words it was sort of impersonal...

Yet two observations must be made. Both C and D admired the sense of purpose of these students, but felt they couldn't seem to convince them to learn something before deciding whether what they learned was worthwhile. And second, despite the conflict, Exploratory Year students as a whole got better marks in these two courses than the average class at Greenfield.

TWO "PERSONAL-AWARENESS ORIENTED" COMMITTEEMEN

With the other two instructors, we get closer to the reasons for the kind of success the Exploratory Year enjoyed. Member E never did make the assumption that the program was directed primarily toward encouraging students to select an occupational niche for themselves. Instead, he saw it supplying "a framework for choosing vocations and life-styles" by providing "different kinds of experience that students wouldn't get otherwise." The important task he saw as "value clarification," and what the student had to learn he identified as "what kind of decisions had to be made and how you make those decisions." More explicitly than C or D, he adapted his course materials to the "work" theme of the project. Conceiving of the method of the program as "an exposure to the similar problems others were having, talking about them, seeing alternatives in life-styles and what was involved in choosing one," it is in retrospect not surprising that E was more successful than C or D in convincing students of the "relevance" of his course. Nor is it surprising that he should judge the project a success on the grounds not only that the students <u>felt</u> it was a success

but also that he had seen many changes in individual students: from shy to comfortable, from timid to confident -- to knowing, in other words, that "they are equipped to make the important decisions."

In the project coordinator, our sixth committeeman, one finds (as is appropriate) a flexibility in setting priorities in the program's goals. During the fall, or planning, semester, he gave priority to working with the community and faculty committees. As students came for interviews, and most definitely when actual classes started, his attention was given to providing, in his words,

> a good occupational-education experience to the students--namely, an appreciation that an occupational or career decision is only one in a long series of decisions.

The emphasis, for Jay, lay in preparing the student to make an appropriate and satisfying choice. This shift in emphasis, while imperative, made many within the committee structures feel unnecessary and useless. Perhaps the coordinator could be faulted for this "neglect," but (as will be seen) some inadequate definitions of, and erroneous assumptions about, the committee's roles seem to have played larger parts in this occurrence.

At any rate, the evidence indicates that the attention given the students satisfied their need for "relevance" by, in Jay's analysis, giving them a chance to

> ...turn on to themselves, and other people, and school; to learn that school can be fun..., that education doesn't need to be painful; it can be exciting and you can still learn a lot.

Part of Jay's success in communicating with these students seems to have sprung from a more sympathetic appreciation of what "relevance" meant to them. Many faculty members become contemptuous of the word, seeing in it only a shortsighted and crass demand that knowledge somehow be translatable into dollars. What seemed to provide a basis for

communication here was the understanding that, in a world of bewildering complexity, students (like all of us) yearn for an approach that will unify this complexity into an intelligible whole. For Jay, faith in oneself (however slippery that concept may be to define) becomes the key to making greater sense of the world and of one's place in it, justifying both the project and its method.

COMMENT

What emerges from the responses of this representative selection of the "in-house" faculty and staff is a pattern of divergent assumptions and expectations. While such divergence is not surprising in an experimental project, it makes an agreement concerning "success" rather difficult. If, in any emulative project, the directors wish a cooperative evaluation of its success, everyone involved had better agree on just what is being attempted.

"OUTSIDE" ADVISORY COMMITTEES

THE BUSINESS ADVISORY COMMITTEE

To begin with, representatives of business and industry readily put their facilities (as far as was practical without disturbing operations or violating union contracts) at the services of the students. One member of the Business Advisory Committee saw the program as having a dual purpose. Principally it was to serve

> to introduce to industry people who had no idea what industry is all about.

But in addition, this member saw as implicit in the project a search for ways in which educational institutions (especially those with occupational programs) could "fit with industry" so as to help each other's purposes. He concluded thoughtfully that the latter stood a better chance of success than the former because, despite the "complexity of the system," education and business could learn to work together, especially since both were essentially rational systems searching for and adopting practical means to stated ends. But this committee member was well aware of the critical attitude many young people exhibit towards industry, and he saw in the Exploratory Year a place to start formulating an intelligible answer -- at least locally -- to the question he understood young people to be asking: "What does industry have to offer me and where can I fit in?" As understood by this perspicacious member, the Exploratory Year was involved in no less important a task than seeking answers to this and other questions typically posed to industry by young newly-hired people -- questions he phrased as "Am I going to be turned on? Is it a human place? Am I going to be utilized to my fullest extent?"

It would be impressive if the Exploratory Year had helped this committee member in even some small way in his search for answers to such timely questions. As it turned out, however, there were no real opportunities for such help.

A second member of this committee had already been involved in a somewhat similar program in another, and much larger, community. In his words

> One of our projects was working with the _____ Area Chamber of Commerce, other industries and High School Administrators in the _____Area on a proposed "Off Campus" program of acquainting students with the various business activities in that area. Frankly, this project was not successful. Therefore, I am very interested in the Greenfield Community College's concrete program to help students find a place and a purpose for their adult lives.

One notes the identification of the program as "concrete." Surely this testifies to the kind of results expected of the Exploratory Year, and member #2 can also be placed in the "decision-oriented" group.

So also can a third member, whose expectations of the tactical procedure of the program were the most explicit. He assumed that the project was

> An experiment to give people a look at different careers they might pursue before getting out of college.

In line with his conception of the program as exposure to the unknown, member #3 expected that the students would "come here to look at us." The program would be successful if

> ... some of the students have a better idea of what they want to do after college -- otherwise we're spinning our wheels.

It is notable that these three men, taken as representative of their committee, made the same assumption that the writers of this project's proposal made: that business and industry would be of

considerable interest to many of the students as one of the areas providing occupational opportunities. But, as far as this group of students was concerned, the assumption proved entirely misguided. Not a single student evinced any real interest in exploring these opportunities. Thus, beyond their initial advice concerning job placements, the committee members had no real function.

COMMENT

Commenting on the role of the Business Advisory Committee, the project coordinator avowed that "they really set my head straight" concerning job placements in the immediate area. But beyond these initial informational services, it must be acknowledged that this committee was the leas. active and least utilized group in the project's organizational structure. This inactivity can be "explained" by two observations: 1) its expected role failed to materialize and 2) this failure was due in turn to the actual, but unforeseen, vocational interests of the students.

One comes away from the experience of the Business Advisory Committee with a sense of lost opportunities. Member #1 was ready to use the project as contributing somehow to solving the problem of "how to humanize industry," seeing this as a key to convincing young people that industry can supply opportunities for personal fulfillment. Member #2 was enthusiastic over this program initiating better communication between business and education so that both could achieve a "better understanding of young people and their needs." The great good will of member #3 was abundantly evident in his desire to help and his willingness to make his facility available. Whether any

benefits redounded to these gentlemen as a result of their vision and their good will is doubtful.

Other than the obvious caveat of knowing one's students before seeking to assist them, one can also see the possible harm to any school's relations with area business and industry leaders resulting from enlisting, then failing to use, their services to any significant degree. And that eventuality may well be aggravated if that failure is accompanied by an implicit underestimation of their human and intellectual interests in the "large" problems facing society. Simply making use of them in a rather superficial manner is insulting, and some important considerations are never even seen. For instance, member #1, with his characteristic perceptiveness, compared the problem of making "work a more civilized place to be" with recent campus disturbances. His point is easy to see: though education and industry have different ends, their means sometimes seem quite similar -- especially when a large institution adopts procedures reminiscent of the assembly line. Since education and the world of work may possess many of the same problems, it would seem mutually advantageous to ponder upon them jointly.

THE HIGH SCHOOL ADVISORY COMMITTEE

One member of this committee, a guidance counselor in a nearby high school, was fully aware that many of the so-called Liberal Arts students were simply vocationally undecided. Even though he thought this project "geared to entrants from high school," he realized that those "whose plans for the future were vague or even non-existent" and who wanted "to establish some realistic goals," could not do so

without "a knowledge of themselves [as well as] a knowledge of what's required to achieve these goals." Although he somewhat naively assumed that the students would find the three supplemental courses attractive because they were basic core requirements for almost all occupational programs at the College, he was yet more realistic in what he expected from the program: for him the Exploratory Year would be successful if the students finished the semester with a good deal of enthusiasm for what they had achieved.

A second member, in a similar position at another high school, foresaw accurately that the program would especially attract those caught up in what he called the "stopped-out, dropped-out" syndrome. Though he (like several others already noted, including the writers of the proposal) also overestimated the importance to the students of "hands-on training in industry," he saw the program as a possible corrective to current drop-out rates since his experience had shown him that most drop-outs are without significant goals in life. Even more naively than his colleague just mentioned, he thought the supplemental courses would be attractive "as a broad experience." (It is worth noting here that neither of these gentlemen saw the courses as integral to the program in any real sense. That was a demand the students made.) More perceptively, he saw the importance of expanding the definition of future participants to include the "tentatively-decided" as well as the undecided -- an expansion that had already been made in practice, if not in theory. And, with insight into the needs of young people and the possibilities of such a project as Exploratory Year, he defined "attitudinal change" as his most important criterion for success. That is, if the students' ideas about themselves and their places in the world were to change for the

better, then the program would be successful. Since the criteria set by both of these committeemen would seem to have been met quite well -- according to the students' testimony -- one would expect them to rate Exploratory Year a resounding success.

But, as indicated previously, this committee had quite a long-range concept of its purpose. As a matter of fact, it was difficult during an interview to keep committeeman #1 on the subject of the program in hand; he was quite taken by the direction his committee had taken, for, in his words,

> . . . the concept seems to have grown to envision more of a liaison between this project and the high schools in the area, in which this program would service high schools in career education with materials, hardware, mobile units, etc.

The proposal for an Occupational Resource Center (the result of this committee's larger vision of its purpose) is included in the Appendix, so there is no need to dwell on details here. Suffice to say that this committeeman saw the Exploratory Year as "the beginning of real coordination of career education in this region," and that its contacts with local employers were an invaluable resource. Therefore, his notion of success was indeed long-range, and the immediate effect upon present students but a small part of the achievements possible.

Also typical of the broader view taken by this committee was the time another member spent, in his interview, on the importance of improved communication between the elementary, secondary, and higher educational levels in this area. Besides its value to the students, the Exploratory Year had, in this member's opinion, succeeded in establishing more adequate person-to-person contacts. Moreover the reality of these contacts was emphasized for him by the very nature of this "advisory" committee's

function: by being forced to critique and help form an unfinished, experimental project, the committee forged a creative role for itself. It not only had a voice in the direction the program eventually took but it also defined, to a great extent, its own purposes and expectations.

COMMENT

To sum up, the High School Advisory Committee was more consistently active, and two factors seem responsible: 1) they had, as might be expected, a better understanding of the type of student who would be attracted to the program and 2) they had an immediate interest in their corollary function of "day-dreaming," i.e., evolving long-range plans for cooperation between Greenfield Community College and the area high schools in the field of career education.

Discussions are ongoing concerning the implementation of the proposal to make Greenfield Community College the area's clearing-house for resource materials and in-service training center in the field of career education.

As is the case with the Business Advisory Committee, the groundwork seems to be laid here for much fruitful future interaction, for the success of the program in improving communication between the College and these elements of the community is impressive.

CONCLUSIONS

If one should wish to adopt or adapt the Exploratory Year, and would be concerned with taking advantage of what Greenfield has learned, then three areas need careful attention: the understanding of the program's purposes, the composition of the student body, and instructional and administrative staffing.

UNDERSTANDING OF PURPOSES

In the first place, this report has noted that significant differences concerning the purpose of the program existed right from the beginning. Even if all those involved in the planning were agreed that the purpose was "to help the student form goals," it is apparent that some would see "help" as primary, and others would emphasize "goals." If one were to generalize from this instance, it could be said with justice that if a planner's personal orientation lies in the direction of behavioral studies, then he will hear the call for "help." Conversely, one who is involved with occupational programs or with industry will probably place his stress on "goals." And final judgments on the success of the program will differ depending upon whether the students' feelings or their decisions are scrutinized.

It is worth noting that the original proposal does not (page 3) specify the identification of vocation by the student as an expected achievement. Instead it leans quite obviously toward self-discovery as his appropriate goal. It seems that an explanation of this misunderstanding lies less in the words that were used, and more in the inclinations of the people using them.

COMPOSITION OF THE STUDENT BODY

One has to deal hypothetically with the second area of concern, for much depends on whether this group of students is at all typical of any group attracted by such a program. If it is, then much of value has been learned.

For one thing, one can expect that more often than not the "uncertain" student is one who has had cripplingly bad educational experiences -- "crippling" in the sense that they have resulted, especially in the younger students, in negative and self-defeating actions of alienation and withdrawal. Whether these experiences come directly from schools, or whether schools have merely confirmed the lessons of life, it is still "school" that is the target of often bitter disillusionment. To the extent that this apparent correlation between uncertainty and disillusionment is not taken into account in every area of planning and execution, the chances for success in any emulative project are lessened.

Still another significant percentage of students needing considerable support and encouragement are those older students who seem characterized by low self-esteem and a lack of confidence in themselves. It is interesting to note that though their reasons were generally less "ideological" than the younger student (i.e. less animus express toward the "establishment" or the "system"), they reacted to the supportive aspects of the program with the same high degree of enthusiasm and gratitude.

Another unforeseen event was that, with no significant expectations, the students expressed no real interest in opportunities in industry, and the only business activities that seemed attractive were those involving a good deal of personal expression (e.g., radio announcing). By contrast, the interest in social service occupations ran high (e.g. in teaching, nursing, social work, etc.). The implications are obvious here for the future make-up, in any emulative program, of the committee whose function it is to provide liaison with area employers. If the staff at Greenfield were to "do it over again," they would attempt to identify their students' interests earlier and more accurately -- then complete this particular committee structure.

As far as the three basic courses (English, Speech, and Psychology) were concerned, the rational assumption that they would prove attractive, inasmuch as they would provide a "start" on any occupational program, proved to be somewhat in error. What was not foreseen was that while the students saw both school and work as important, they expected the "school" aspect of the program to be different. And when, as in the cases of instructors C and D, school turned out to be not so different, resentment -- even indignation -- set in. As indicated previously, these feelings, and the overt expressions of them, seem traceable to the most impressive aspect of the program: the sense of identity and closeness that prevailed within the group.

One has at least two choices, therefore, in characterizing the polite, but insistent challenge to the pedagogical competence of the instructors. One could say that feelings of unity and group security led to a wholesome questioning of authority and an invigorating demand that the courses be proven "relevant" to the program and to the students' interests. Or one could say that the ideologically alienated found a made-to-order constituency that gave at least tacit approval to their anti-establishment tendencies. Whether the "truth" lies anywhere other than personal perspective is moot.

INSTRUCTIONAL AND ADMINISTRATIVE STAFFING

Thirdly, certain implications for the staffing of an emulative project became apparent. On the basis of Greenfield's experience, the presence of a charismatic leader would seem a well-nigh fundamental necessity. Again and again, in discussing their achievements, the students referred to the role of the project coordinator. The following transcription of one student's remarks (and his fellow-students' reaction to those remarks) is illuminating.

> ... I really hated school, and I was out of school for about four years, ... and I traveled around, and I'd work for a year. Well, I didn't know what to do, but I thought that, in going back to school, there might be something that I did want to do, that I might have to have school for - like a teacher, or a lawyer, or something like that. So I decided that I would go to school ... then I <u>did</u> decide I'd go to school, and my friends told me about Greenfield ... in November or December. And then I came in here and they told me I'd have to have an interview and I was really surprised.... I was in waiting for the interview and I was really nervous - like I am right now [quiet and sympathetic laughter from rest of class]. Well, I was very nervous 'cause I couldn't decide to think whether I should maybe put on a jacket, or put on my sweater and some nice pants; I think now y'know -- that's ridiculous, man, so I just went ... and I was really prepared for the bullshit -- all the bullshit I went through in high school 'n all. I was prepared 'n ready ....
>
> I was ready. And then I saw a little thing that said "Exploratory Year" ... and I asked the lady what that was about and who Jay Lord was and she said "Well, you'll find out. You've got an interview with him." And I said "Great," and I was really excited and it sounded good.
>
> And then I went down, and I saw this guy; he was just standing there and he didn't -- y'know -- he had just raggy, old clothes on and he had a long beard [beginning of quiet laughter] -- and I was really <u>happy</u>! [loud and sustained laughter].

The feeling of relief so evident in this young man's reaction -- and his fellows' recognition of that feeling -- gives evidence that, with a leader with whom many students could identify, the program had indeed put its best foot forward. Students' reactions cited previously in this report show that this identification and trust lasted throughout the semester. Interestingly enough, this response to Jay Lord transcended any generational gaps: older as well as younger student ascribed their successes principally to his help.

Besides a charismatic leader, a smooth-running program relies also on a selection of courses in which the relation between (1) students' aspirations

and (2) the course material can be convincingly shown. And that involves principally the recruitment of instructors who are knowledgeable of -- and sympathetic to -- the background, needs, and "hang-ups" of these students, as well as well-informed about the purposes and day-to-day operation of the project.

SUMMATION

In a final "summing-up" of the success of the program it seems appropriate to look at the three principal goals stated in the original proposal that outlined the Exploratory Year. They were:

1. To give the students the opportunity to realistically explore various occupational choices and the changing patterns of the world of work.

2. To give the student the opportunity for self-exploration. To examine his own needs, aspirations, aptitudes and the degree to which they relate to the world of work and possible career choices.

3. To effect institutional, community and educational change as it relates to the needs and aspirations of individual students and to enhance the status that occupational education has in our society.

In line with goal #1, the project coordinator assigned the task of finding ways to duplicate working conditions, so as not to disturb actual plant and office operations, to the Business Advisory Committee. There was no real progress, perhaps in part because this committee was not fully utilized and, therefore, not very active, but also certainly in part to the pervasive feeling expressed by some on the committee that there is no way for anyone to really understand the implications of a particular job except by actually working. If they are right, then the proposal seems highly impractical when it insists that "students must have the opportunity to explore realistically the various career and learning opportunities available to them in order to make appropriate program and career decisions." Translating this imperative into practice would require business and industry to function as learn laboratories for schools, or it would require the construction of elaborate models within educational systems to duplicate conditions. Whether either choice is realistic is debatable.

But there is little doubt, if one is to credit the sensibilities of those most directly involved, that the second goal of self-exploration was met more than

adequately. The students' progress, their enthusiasm, and their gratitude, expressed in impressive -- often touching -- terms, has been amply documented.

To what extent the third goal has been met is undecided, as yet. The report of the project coordinator contains the description of the program Greenfield Community College is adding to its curricula as a result of the Exploratory Year, but more indicative of real change may be the fact that some of the faculty and staff most skeptical of the program at its inception were among the supporters of the request to add this program to the College's offerings. And, instructional budgets being what they are, one may conclude that the success with which this year's program identified and met the particular needs of these students obviously has impressed much of the faculty and the administration. Thus it may be that those members of the High School Advisory Committee cited earlier are right: that the gains of the students, impressive as they are, are only a part of the achievement. The increased appreciation on the part of faculty and staff at Greenfield for what makes the "uncertain" student "tick," the contacts with representatives of area businesses, the improved communications between educational levels, the interest in the utiliztion of the community college as an area resource center for career education -- these may be seeds which will bear considerable fruit for the benefit of both younger and older students in the years to come. Time will tell.

Appendix A

PROPOSAL

TITLE OF PROJECT	"An Exploratory Year for Two-Year College Students"
SPONSORING ORGANIZATION	Greenfield Community College Greenfield, Massachusetts 01301
NATURE OF PROJECT	The initiation and dissemination of an Occupational Exploration Model for two-year college students who are uncertain as to future vocational plans through the use of a) a six credit course considering the psycho/socio/economic aspects of the world of work; b) the development of an awareness of, commitment to and strategies for the implementation of similar models in other institutions.
PROJECT DIRECTOR	Ethel M. Case, Director of Community Services
DATES OF PROJECT	From July 1, 1972 to July 1, 1973
AUTHORIZED AGENT	_____ President Lewis O. Turner Greenfield Community College

A. STATEMENT OF PURPOSE

The community colleges in the United States, while attempting to be all things to all people, have in certain areas fallen far short of this goal. A recent study conducted by Alexander Astin, Director of the Office of Research for the American Council on Education, indicates that the attrition rates at two-year colleges are higher than at four-year institutions. The report says that 61.6 percent of the entering students in the two-year colleges studied did not receive a degree. It is our feeling that one of the prime causes for such high casualties in the two-year college sector is the student's lack of adequate opportunity to explore realistically his own abilities, attitudes and interests in the high school environment as well as in the community college. This lays the foundation for poor program choice and might well be one of the reasons why so many students do not complete their program within the two year period.

It is also our feeling that another factor relating to the large percentage of students who do not complete a degree may be that programs offered at the community college, both occupational and liberal arts transfer, are not reflecting adequately enough the changing patterns of the world of work and society. The society in which we live is demanding services which can be provided only by a broader spectrum of occupations. The world of occupations is saying to the community colleges of the country--send us people not only qualified as technicians but as persons equipped to adjust to changing demands. In the hearings conducted in the Congress on Vocational Amendments of 1968, one spokesman stated, "Vocational preparation should be used to make education more concrete and understandable, and academic education should point up the vocational implications of all education."[1]

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[1] House Report # 1647 on Vocational Education Amendments of 1968.

The main thrust of this project would be to assist students who are uncertain as to their vocational plans and interests and the development of a better understanding of the world of work and the selection of an appropriate program leading to a specific occupational field. This would be done through the implementation of a "special six credit exploratory course" to be developed and planned with the assistance of existing resources within the institution (faculty and administration), within the community (business, industrial, and social service personnel) and secondary education personnel (teachers and guidance personnel). The project would have two distinct phases:

1. The establishment of a planning process for course development utilizing educational and community resources during the summer and first semester of the academic year 72-73.

2. The offering of the "exploratory" course during the second semester and the initial dissemination of the planning processes package to other community colleges interested in developing similar programs during 73-74.

During the second phase, the project will use as its primary participants those institutions who are members of the New England Consortium and who have expressed an interest in developing similar programs. This Consortium was founded in the fall of 1971 and has in its membership sixteen two-year institutions of higher education throughout New England. This list of those institutions is attached to this section. The Executive Committee of the Consortium has gone on record as supporting the project and has expressed a willingness to participate if it is funded.

The need for such a model or program throughout the New England region and specifically the two-year colleges serving local communities seems to be indicated by the emerging awareness on the federal and state level of the growing need for better manpower planning and training. The community college affords the opportunity to deal with some of these problems. We feel it is a unique American phenomenon. It is becoming increasingly the step-ladder for gainful employment for over 50% of the people entering higher education today. The growth of the community college,

and the support that it will soon be receiving shortly for greater program development, attests to the importance that post-secondary educators and the public put on vocational education. It is just not enough, however, to offer a variety of programs designed to train people for specific occupations. It is equally important that changes in curriculum offerings must take place to assure that the courses are relating to the changing world of work and society as a whole and are more relevant to the student's educational needs.

In addition, students must have the opportunity to explore realistically the various career and learning opportunities available to them in order to make appropriate program and career decisions. Administrators of education at all levels have the feeling that a great many students are opting for occupational programs on the basis of faulty information, unrealistic aspirations, and a poor understanding of their real vocational interests and aptitudes. The proposed model would have, then, three main thrusts:

1. To give the students the opportunity to realistically explore various occupational choices and the changing patterns of the world of work.

2. To give the student the opportunity for self-exploration. To examine his own needs, aspirations, aptitudes and the degree to which they relate to the world of work and possible career choices.

3. To effect institutional, community and educational change as it relates to the needs and aspirations of individual students and to enhance the status that occupational education has in our society.

NEW ENGLAND CONSORTIUM

EXECUTIVE COUNCIL:

Dr. Lewis O. Turner, Chairman	Greenfield Community College
Dr. Charles Russell, Vice-Chairman	Mattatuck Community College
Dr. William Lauroesch, Secretary	University of Massachusetts
Mr. Norman Landry	Northern Essex Community College
Mr. Samuel Smith	Berkshire Community College
Ms. Nancy Figel	Massasoit Community College
Mr. Anthony Mercurio	Bristol Community College

CONSORTIUM MEMBERS:

Berkshire Community College Mr. Thomas O'Connell, Pres.	Mr. Samuel Smith, Representative
Bristol Community College Mr. Jack P. Hudnall, Pres.	Mr. Anthony Mercurio, Representative
Cape Cod Community College Mr. E. Carleton Nickerson, Pres.	Dr. William Young, Representative
Greenfield Community College Dr. Lewis O. Turner, Pres.	Mr. Philip R. Day, Jr., Representative
Holyoke Community College Dr. George E. Frost, Pres.	Mr. Philip Campbell, Representative Mr. Winston Lavallee, Representative
Mass. Bay Community College Mr. John F. McKenzie, Pres.	Mr. Donald Lovejoy, Representative
Massasoit Community College Dr. John W. Musselman, Pres.	Ms. Nancy Figel, Representative Mr. Ralph Sarro, Representative
Mount Wachusett Community College Dr. Arthur F. Haley, Pres.	Mr. John Hogan, Representative Mr. Richard Jeffrey, Representative
Middlesex Community College Dr. James Houlihan, Pres.	Mr. Carl Shillins, Representative
Newton Junior College Dr. Charles Dudley, Pres.	
Northern Essex Community College Mr. Harold Bently, Pres.	Mr. Norman Landry, Representative
North Shore Community College Mr. Harold Shively, Pres.	Mr. Paul Buckley, Representative

Pine Manor Junior College
Dr. F. C. Ferry, Jr., Pres.

Quinsigamond Community College
Dr. Paul G. Preus, Pres.

Springfield Technical Community College
Mr. Edmond P. Garvey, Pres.
Mr. Ernest A. McNeill, Representative
Mr. Gilbert Rosenbrier, Representative

University of Massachusetts
Dr. William Lauroesch, Center for Community College Affairs
Ms. Janet Owen, Center for Community College Affairs

Greater Hartford Community College
Dr. Arthur C. Banks, Jr.
Ms. Joan Serafin, Representative

Housatonic Community College
Dr. Edward J. Liston, Pres.
Mr. Joseph Shive, Representative

Mattatuck Community College
Dr. Charles B. Kinney, Pres.
Dr. Charles H. Russell, Representative

Community College Board of Connecticut
Dr. Searle Charles, Pres.

Penobscot Valley Community College (U. of Maine)
Dr. John Beckley, Pres.

Mass. Board of Regional Community Colleges
Dr. William G. Dwyer, Pres.
Dr. Gordon Pyle
Mr. Mike Najarian

B. OBJECTIVES

PHASE I -- PLANNING PROCESS

A) Objectives for Faculty Involvement in Exploratory Year Program

1. To work with appropriate institutional representatives (division chairmen, administrators, and students) in the identification and recruitment of faculty members to work with the Exploratory Year.

2. To educate these faculty members as to the overall objectives of the course and the program.

3. To familiarize them with and educate them about the Vocational Guidance and Occupational Resource Center and its potential as a teaching resource.

4. To develop an appropriate bibliography with the help of the Director of Learning Resources, which would provide the faculty with an up-to-date on-going list of research materials that relate to the world of work.

5. To create an advisory committee made up of these faculty members to identify needs of students in specific programs and also to identify ways in which other existing resources (human and physical) within the institution may be marshalled to realize the overall program objectives.

6. To arrange faculty field trips to area industrial and business sites to observe the work environment and to talk with key personnel in that area.

7. To arrange meetings between the Faculty Advisory Committee and the Community Advisory Committee to explore areas of mutual concern as it relates to the Exploratory Year Program.

B) Objectives for Community Resources Involvement in Exploratory Year Program

8. To identify major community components and resources from the industrial, business, and social service sectors to utliize in the process of program development.

9. To define for the community resource personnel and their employers about the necessary time commitment to insure effective program implementation.

10. To familiarize these personnel with the Vocational Guidance and Occupational Resource Center at the College.

11. To provide these personnel with materials and descriptions of the various program offerings at the College.

12. To develop and share with them an appropriate bibliography reflecting information relating to community colleges, occupational education and student's needs.

13. To develop this core of personnel into a Community Resources Adivsory Committee capable of going back into the community to educate them about

the program and to identify additional resources to assist in the implementation of the Exploratory Year Program.

14. To initiate a series of meetings between the Community Resources Advisory Committee and the Faculty Advisory Committee to explore areas of mutual concern as it relates to the Exploratory Year Program.

15. To have this Advisory Committee help provide participating faculty and the administrative staff of the project with additional personnel (personnel managers, production managers) who would be a value in the planning process for the Exploratory Year Program.

16. To have the Committee assist in the development of the field trips to local industrial and business sites for participating faculty and students.

C) Objectives for Secondary School Personnel Involvement in Exploratory Year Program

17. To present to various secondary school administrators the purposes and objectives of the Exploratory Year Program.

18. To solicit their support and cooperation for such a project.

19. To request their assistance in the identification of key personnel (teachers and counselors) who may be interested in working with the Program Director in an advisory function.

20. To interview these people on an individual basis so as to inform them of the overall program objectives and to make decisions as to their involvement in the program.

21. To create an Advisory Committee made up of the appropriate secondary school personnel to advise the Program Director in the area of special student's needs, identification of students who are uncertain as to their career goals and aspirations and to work with the other Advisory Committees in a cooperative effort to insure the effective implementation of the Exploratory Year Program.

PHASE II -- OBJECTIVES FOR IMPLEMENTATION AND INITIAL DISSEMINATION OF EXPLORATORY YEAR COURSE

22. To offer the student an opportunity to examine possible vocational choices.

23. To assist the student in gaining insight into his own abilities and interests and the way in which they relate to his possible career choices.

24. To develop an understanding of the "world of work."

25. To provide him with a number of experiences (field trips, on-site visits, and presentations by key personnel and community resources) designed to

familiarize him with a number of possible career choices.

26. To provide the appropriate compensatory education, when necessary, to the person whose vocational choice requires more in-depth background knowledge.

27. To develop a number of media presentation packages on the planning, initiation, growth and development of the "exploratory year" model for two-year colleges. To be utilized during Phase III of the Exploratory Year Program. (73-74)

28. To develop a two-day conference on the "Two-Year College and the Need for Occupational Exploration," in order to foster better awareness of and commitment for the development of occupational exploration models.

29. To invite all the community colleges and technical institutes in the New England Consortium to participate in the conference.

C. JUSTIFICATION

At the end of World War II, the initiation of the G.I. Bill and the resultant need to assimilate returning servicemen back into civilian life and train them for civilian occupations, the doors of institutions of higher education opened to the masses. Up until this time, higher education had been the privilege of the few. Now, higher education had become the right of all. By the fall of 1971, there were 8.3 million students--6.2 million of whom were enrolled in public institutions of higher education. Since the early sixties, the number of bachelors degrees conferred has doubled and the number of graduate degrees tripled.

One institution that helped make possible this dramatic turnabout was the community college. At the present time there are over nine hundred public community colleges. There are, in addition, two hundred and fifty private junior colleges. This is a 50% increase over a period of three years. A new community college is established every five or six days. By 1980, there will be over 2,000 junior colleges (public and private) in the United States.

The distinguishing characteristic of community colleges in the United States is their claim of having something for everyone. They service students interested in satisfying the two year basic course requirements before transferring to a four year institution as well as students interested in a terminal program leading to an appropriate occupation. They also serve a community service function by providing programs, courses, and activities to serve those individual and community needs not best served by college degree or certificate programs. One national leader, John Lombardi, who has experienced at first hand the evolution of the junior college movement states his conviction of what the community colleges are all about in the form of a creed:

> "I believe that the future of the junior college depends on the maintenance of the comprehensive concept which includes a wide variety of occupational or vocational, or trade courses and curriculums. This, to me, is the essence of the junior colleges.

> If the junior college is to be some other kind of institution, then we should substitute some other word for 'college.'"[2]

Unfortunately, there is reason to be concerned about a large percentage of students who enter the community college and do not for a variety of reasons complete the Associate Degree Program. The project outlined in the enclosed pages is directed to contribute, at least in part, to a solution to this problem.

While many educators talk eloquently about the importance of goal orientation, self-understanding, motivation and flexibility of adjustment processes, we know that at the present time few students have an opportunity to explore realistically their own abilities, attitudes and interests.

High school counselors are hard pressed to service individuals and to meet the administrative requirements of their assigned responsibilities. Students do not usually have the opportunity to learn about all vocational opportunities in spite of attempted career days and some opportunities for work-study experiences. It is also likely that the student going on to post-secondary education is less well prepared about vocational choices than the vocational high school student who acquires specific skills and job orientation during his high school years.

Another problem also appears to exist in most community colleges. Occupational education at the higher education level is relatively new, has limited acceptance by educators and the lay public. It requires above all else a firm base in guidance services if it is to serve students adequately. Until recently there was little substantive information about guidance practices in the community colleges. The study conducted by the National Committee for Appraisal and Development of Junior College Student Personnel Programs, under the direction of Max R. Raines, provided information which was enough to shake up student personnel administrators across the country.

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[2]Lombardi, John. "Emergent Issue in the Junior College Administration." Emergent Issues in Community College Administration in our Changing Society. Conference Sponsored by University of Washington, Seattle.

Raines concluded that current guidance programs are not adequate for the task ahead. He concluded that three-fourths of the junior colleges studied have inadequate programs. Of the twenty-one basic functions he defined, he found that only 25 percent of the larger colleges were meeting their responsibilities in a satisfactory manner.[3] Five functions relating to the counseling of students were adequately provided in less than one-half of the colleges. One of the most serious deficiencies was the lack of up-to-date and comprehensive career information.

> "Almost none of the junior colleges were providing such information with any effectiveness. If any effort was made at all, it usually consisted of an outdated file of occupational information that was seldom used by counselors or students. Those colleges which have attempted to do more have found it difficult to identify suitable sources of information that can be used effectively in group vocational guidance or individual counseling sessions."[4]

In a recent follow-up study conducted by Jane Matson for the Carnegie Corporation it was indicated that many changes have occurred in terms of the organization, staffing patterns, and some selected functions of student personnel programs in community colleges, but it was also very clear that the introduction of adequate vocational guidance counseling has not kept pace with growing student needs for such services.

It is our feeling that many students opt the liberal arts curriculum, not because it is a realistic choice, but because they are uncertain about their goals. It is likely that many students opt specific vocational-technical curriculum because they have some knowledge about their choice but no awareness of other possibilities.

It is evident that preparing the student for eventual vocational change is as important as preparing for entry level jobs. New attitudes about career development, up-grading, retraining and life planning must be developed if today's students are to be prepared for their future as contributory citizens.

We are also aware that exploration of vocational choice is a legitimate learning

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3 Raines, Max R. "Junior College Student Personnel Programs: Appraisal and Development." National Committee for Appraisal and Development of Junior College Student Personnel Programs. 1965.

4 Ibid, Pg. 21

experience and should be treated with all signs of academic respect including the awarding of credit.

There has also evolved a large body of knowledge that treats the study of the world of work as an educational component. Such notables as Havinghurst, Neff, Smith, Kraus, Galbraith, Argyris and Updike, to name a few, have become increasingly preoccupied through their writings with the world of work and the rapid technological changes our society is experiencing. It is our hope that these writings and others can be integrated into the course to present the students with various points of view as they relate to the changing nature of work.

In order to assist the students in realizing these goals, we are proposing during Phase II of the Project the establishment of an "exploratory year program" on an experimental basis at Greenfield Community College. Phase I will concern itself with the establishment of a planning process for program development.

We feel that the proposed "exploratory year" would be exciting, and if properly disseminated, could contribute significantly toward solving institutional and individual problems in vocational career planning throughout the two-year colleges of New England. The program is also designed to involve faculty, students and administrators to help effect increased awareness of vocational opportunities and to encourage utilization of occupational materials, and research in their curriculum offerings. As far as we know and have researched, there is no community college involved in such a program as described herein.

SOME BASIC ASSUMPTIONS SUPPORTING THE NEED FOR THIS PROJECT:

1. Community college curriculum offerings are not realistically presenting world of work concepts into the classroom.

2. Faculty, by and large, are not cognizant of available community resources (Human and Physical) which can be utilized in the classroom in an instructional capacity.

3. Community resources (Human) in general are unaware of the ways in which they can contribute to the college, the faculty and the students.

4. The general community is unaware of the real goals of education and what is being taught in the classroom.

5. Many community people have no clear ideas of the function of the community college and how it relates to other educational institutions.

6. The community has many resources that could be utilized if there was a process which would facilitate this utilization.

7. Many community people working in a specific occupational field feel they have nothing to offer the professional faculty member who teaches courses in that area.

8. Secondary school personnel, by and large, are not asked for their cooperation and advice on college program development.

9. The traditional schisms that have existed in the past between different educational levels, educational programs and educational personnel are still very prominent.

10. A high degree of cooperation between all of these segments--faculty, community, and secondary school personnel will facilitate the breaking down of some of these traditional barriers.

11. By involving faculty in an examination of various occupations, and related data concerned with the changing patterns of the world of work, they will gradually redefine and redevelop their courses to better reflect what is going on in our society.

12. By involving community people very closely with faculty and other representatives of the college, their perceptions of what the college is doing will become much more positive or at least more enlightened.

13. By involving community resources very heavily in a program designed to better meet the student's needs to explore various occupations, gradually his perceptions of various occupations will take on newer dimensions and command a greater level of respect and appreciation.

D. DESIGN

PHASE I

OBJECTIVES 1 - 7

See Objectives - Page 6

METHOD

Date Starting:

July 1, 1972

The Project Director will establish a liaison with the Chairmen of various Divisions in the college and discuss with them the program's objectives and goals. The Coordinator will also utilize the Community Service Advisory Committee which is chaired by Mr. Bernard Prescott. This Committee consists of in-house faculty and staff who play an advisory role to all programs in the Division of Community Services.

PHASE I

OBJECTIVES 8 - 16

See Objectives - Pages 6-7

METHOD

Date Starting:

July 1, 1972

The administrative staff of the project will work with the various advisory committees already established in the Division of Community Services. These committees consist of community resource personnel who have input into all aspects of program development in the Division of Community Services. Key personnel from several of the Committees already established will be approached to sit on the committee for the Exploratory Year Project. Mr. William White, Personnel Manager for Wilson's Department Store and Chairman of the "Go-Greenfield Committee" will serve as chairman of this committee.

PHASE I

OBJECTIVES - 17 -21

See Objectives - Page 7

METHOD

Date Starting:

July 1, 1972

The administrative staff of the project will be responsible for the initiation of this phase of the program. Mr. Edward Jones, Principal of the Greenfield High School will serve as the initial chairman of this advisory committee. He is already familiar with the project and has indicated an interest in assisting the Project Director in the identification of key personnel to assist and advise in the project.

PHASE I

OBJECTIVES 7, 14 and 21 — See Objective Section B.

METHOD — The Project Director, after having worked on the creation of the three advisory committees consisting of faculty from the Community College, community resource personnel, and secondary school personnel will initiate a series of meetings between all three groups to discuss more extensively the program, its development, and the appropriate planning process to be used to insure effective program implementation.

Date Starting:

September 1, 1972

PHASE II - IMPLEMENTATION AND INITIAL DISSEMINATION OF EXPLORATORY YEAR COURSE

Date Starting:

January, 1973

OBJECTIVES 22 - 26

1. Prior to the fall and spring semesters, thirty students who had completed applications and had personal interviews would be identified by the Admissions Officer and the Teacher/Counselor as being uncertain and unknowing of vocational goals.

2. Each of these students would then have an interview with the Teacher/Counselor to discuss the purposes and objectives of the program and to outline a program of study.

3. Students would be enrolled in a full semester (15 credits) including:

English	- 3 credits
Behavioral Science	- 3 credits
Oral Communication	- 3 credits

These courses are components of all post-secondary curriculums and provide important communication skills basic to any vocational choice. These do not represent specific forced choices but rather what the students will generally take to supplement the Exploratory Year course.

4. Students would also be enrolled in a six credit course utilizing various faculty and community resource personnel in an instructional capacity. The course would have the following objectives:

OBJECTIVES	RESOURCE PERSONNEL
A. To examine the socio/economic study in relation to society and life of work.	Sociology faculty Psychology faculty Business faculty Community resources

B. To assist the student in gaining insight into his own abilities and interests and the way in which they relate to his possible career choices.	Guidance Center Staff Project Director Psychology Staff Secondary School Counselors
C. To give the student an opportunity to explore various types of vocational skill levels, occupational opportunities utilizing written materials and appropriate media.	Community Resources Field Trips Interview Director of Learning Resources Center Media Technology faculty
D. To provide the student with short term "shadow type" placements in the community at various occupations.	Community Resources
E. To provide the student with peer group relationships with advanced students in voc-tech curriculums.	Selected students and faculty of Occupational Programs
F. To provide the student with field trips to businesses, industrial facilities, health organizations, agricultural areas, other community facilities and other educational institutions offering programs not available at Greenfield Community College.	Community Resources Project Director Student Guides
G. To provide the student with specialized pre-work experience orientation including: How to choose a job How to interview Planning for career ladder development	Business faculty Secretarial Science faculty Media Technology faculty Speech faculty Personnel managers from the community

5. Arrangements for appropriate compensatory education for individuals deciding to enter a field requiring more background knowledge.

6. Students will meet together in small groups of ten (10) with the teacher/counselor at least once a week to more fully and intensively explore their reaction to the classroom presentations and other activities related to occupational information.

7. Each student will meet individually with the teacher/counselor at least once every two weeks to periodically discuss on a more personal level his reactions to the course and what he feels the course is or is not doing to meet his needs.

OBJECTIVE 27

See Objectives - Page 8

METHOD

Date Starting:

July 1, 1972

The Director of the Learning Resources Center and the staff of the Media Technology Program will produce a series of packages (combination tapes/slides production) which will be exportable and will have as its content all the steps we went through in the establishment of the Exploratory Year Program at Greenfield Community College, e.g., developing community resources, working with advisory groups, surveying needs in the region, examination of possible program materials, and the program in action (staff, client, groups, etc.)

OBJECTIVE 28

See Objectives - Page 8

METHOD

Date Starting:

June, 1973

"The Two-Year College and the Need for Occupational Exploration" would be the theme for a two-day conference (at an appropriate site). The media package (see Objective #6) would be presented as well as a presentation by the staff on "How, Why, and When We Developed the Exploratory Year Program." Part of the program would be concerned with helping other institutions to develop strategies to utilize existing faculty, personnel and community resources to provide occupational exploration services to their students. In addition the program would include a presentation by the appropriate federal and state governmental officials and regional representatives on the ways to fund programs in this area, i.e., what are sources of funds and how do we get them? The entire conference will be recorded and published in a form that is easily disseminated to the participating institutions and other appropriate agencies.

OBJECTIVE 29

See Objectives - Page 8

METHOD

Date Starting:

April, 1973

Invitations will be sent to members and associate members of the New England Consortium of Community Colleges and Technical Institutes in addition to other appropriate institutions.

E. EVALUATION

1. The evaluation of the overall project, Phases I and II will be conducted with the support and consultation of the NERCOE Evaluation Team.

2. A control group of the same number of students from the College will be selected to compare program effectiveness, attrition rates, and curriculum migration, and possibly, attitude and value changes with that of the selected experimental group. A research consultant will be hired to insure the utilization of the appropriate statistical design.

3. The Project Director will be responsible for the pooling of this data into an appropriate form to facilitate the evaluation of program efficiency and effectiveness.

F. DISSEMINATION

As previously stated in Section D, certain aspects of the total program will be developed into packages which can be disseminated effectively. In particular, the media package, and the report of the two-day conference will be mailed to the participating colleges and to those who evidence an interest in developing programs similar to the model implemented by Greenfield Community College. We feel that this will be useful to other consortiums or agencies who are attempting to develop a similar program program model.

During Phase III (73-74), the entire package will be disseminated much more broadly to all those institutions in the New England Consortium.

G. STAFFING REQUIREMENTS

1. Project Director - Ethel M. Case
Director, Division of Community Services

The Project Director's function will be to oversee the entire program to be sure the objectives of the program are being met. She will assist the Teacher/Counselor with the soliciting of institutional and staff support, as well as act as a liaison with members of the community who will be involved with the project.

2. Project Coordinator - Teacher/Counselor

The Teacher/Counselor should have a minimum of a Master's Degree in Counseling preferably with emphasis in vocational guidance. Prior community college experience is desirable. In addition, prior experience working with community organizations and resource personnel would be beneficial. The College will depend on outside consultants, such as Dr. Ronald Fredrickson and Dr. Kenneth Ertel, who are on the University of Massachusetts School of Education faculty, to aid in the search of suitable candidates.

The Teacher/Counselor will be responsible for the overall coordination of the program--selection of students, the designing of the course and the planned use of other community and college personnel to assist in meeting the program's objectives. He will also be responsible for the overall evaluation of the project and will be directly responsible to the Project Director.

3. Assistant Coordinator - (Full-time)

Should have a minimum of a Master's Degree in Counseling, preferably with an emphasis in occupational guidance. The Assistant Coordinator will be responsible for assisting the Program Coordinator in the development and utilization of the Community Resources Advisory Committee in addition to working with secondary school personnel. He will also be responsible for the overall coordination of the

conference, the media package and those elements relating to the dissemination of the experimental model.

4. Secretary -(Full-time)

Will be responsible to the Project Coordinator and provide the clerical support necessary to facilitate the implementation of the program's objectives.

H. BUDGET

		FUNDS REQUESTED	MATCHING
I.	ADMINISTRATIVE SALARIES		
	A. Project Director		$2,000
	B. Project Coordinator	$12,500	
	C. Assistant Coordinator	8,500	
	D. Secretary	5,000	
	E. Faculty Consultants (15 @ 1/10 Time)		14,700
	F. Student Aides (10 for 24 Weeks)		4,800
II.	FRINGE BENEFITS	2,080	
III.	A. Conference Meeting Facilities		500
	B. Professional Consultants for Conference		1,500
IV.	TRAVEL	500	
V.	CONSULTATION SERVICES	3,500	
VI.	DIRECT COSTS		
	A. Materials and Supplies		
	1. Postage and printing	500	
	2. Occupational Education materials	500	1,500
	3. AV materials and supplies (tapes, final slides)	1,000	2,000
	4. Office supplies and materials	900	
VII.	INDIRECT COSTS (Overhead)		2,000
	TOTALS	$34,980	$29,000

GREENFIELD COMMUNITY COLLEGE

May 25,1972

TITLE OF COURSE:

Soc._____ MAN AND THE WORLD OF WORK

OBJECTIVE:

To focus student attention on the history, role and socio-economic aspects of the world of work in our society. To include the decision-making process, data collection and specific implications for the individual in assessing his planning for work.

TEXT:

The Nature of Work; Readings for College Students - Edited by Alan Kraus 1972, John Wiley & Sons, Inc.

The course will be planned by the committees established in the project proposal but will include the subject matter outlined below:

I. What is Work?
   - A. Definition
   - B. Work vs. play
   - C. Socio and economic implications

II. History of Work
   - A. Simple to complex
   - B. Development and changes

III. Work in relation to Social Structure
   - A. Status - Class
   - B. Rewards
   - C. Interaction with educational institutionalization

IV. Psychological Theroies on Work
   - A. Freud
   - B. Super
   - C. Likert
   - D. Harshbarger
   - E. Maslow and others

V. Practical Aspects of Work - The Decision-Making Process
   - A. Study of jobs and job components
   - B. Recruitment
   - C. Application
   - D. Selection
   - E. Success measurement
   - F. Upgrading and career planning
   - G. Retraining

VI. The Future of the World of Work
   - A. New work patterns
   - B. Effects on technological change
   - C. Implications of social change, e.g. minorities, women, etc.
   - D. Leisure time
   - E. New concepts in lifelong learning

COURSE RESOURCES

Baer, Max F. and Roeber, Edward C. Occupational Information
Chicago: Science Research Assoc., Inc., 1958

Bryant, Clifton D. The Social Dimensions of Work
New Jersey: Prentice-Hall, Inc., 1972

Cross, K. Patricia. Beyond The Open Door
San Francisco: Jossey-Bass, Inc., 1971

Galbraith, John Kenneth. The Affluent Society. Boston: Houghton Mifflin, 1969. 2nd Edition, Rev.

Goslin, David A. The School in Contemporary Society. Chicago: Scott, Foresman, 1965

Hall, Richard M. Occupations and the Social Structure
New Jersey: Prentice-Hall, Inc., 1969

Havinghurst, Robert J. and Neugarten, Bernice L. Society and Education
Third Edition. Boston: Allyn and Bacon, Inc., 1967

Hoppick, Robert. Occupational Information, Third Edition. New York: McGraw-Hill Book Co., 1967

Hepner, Harry Walker. Psychology Applied to Life and Work.
New Jersey: Prentice-Hall, Inc., 1966

Kraus, Alan. The Nature of Work: Readings for College Students
New York: John Wiley & Sons, Inc., 1972

Law, Gordon F. Contemporary Concepts in Vocational Education
Washington: American Vocational Association, 1971

Mills, Charles Wright. White Collar. Oxford University, 1951

Mizruchi, Ephraim H. The Substance of Sociology.
New York: Appleton-Century-Crofts, Inc., 1967

Packard, Vance Oakley. The Pyramid Climber Greenwich, Conn.: Fawcett Pub., 1952

Packard, Vance Oakley. The Status Seekers. New York: D. McKay Co., 1959

Packard, Vance Oakley, The Waste Makers. New York: The D. McKay Co., 1960

Warner, Low, Lunt, Srole. Yankee City. New Haven: Yale University Press, 1963

Whyte, William Hollingsworth. The Organization Man. New York: Simon & Schuster, 1955

Zytowski, Donald G. Vocational Behavior. New York: Holt, Rinehart & Winston, Inc., 1968

Emphasis: Occupational Education In The Two-Year College. Washington, D.C.: American Association of Junior Colleges, 1966

RESOURCE MATERIALS

Vocational Preference Inventory, John Holland

Occupational Briefs and Reprints, Chronical Guidance Publications, Inc.

Job Attitudes and Sound Filmstrips, Guidance Associates of Pleasantville, N.Y.

Careers Research Monographs, The Institute for Research

Dictionary of Occupational Titles, Third Edition, Washington: U.S. Dept. of Labor, Manpower Administration, Bureau of Employment Security, 1965

and other vocational exploratory materials in Vocational Guidance Center.

INTERVIEW SHEET

Each answer is awarded certain points. A student with a high point total was considered a high priority participant. This sheet was not used.

Background

Age	18 - 21 10	21 - 24 5	24 - 30 0	30 & up 5
Home	Rural 15	Small town 10	Sophisticated small town 5	Big city 5
Knowledge of parents' occupation	None 15	Company known occupation unknown 10	Occupation known conpany unknown 5	Company known occupation know 0
Combined years of ed. for parents	16 or less 15	16 - 20 10	20 - 24 5	24 - 28 0

Knowledge of self

How did you do in high school	Record = Image 0	Image Record 15	Record Image 10	Record and Image close 5
What do you want to do?	unknown 15	career direction no reason 10	career direction with reason 5	career directio with reason wit specific job 0
What do you do well?	Nothing 15	Everything 10	General category 5	Specific 0
What do you do poorly?	Nothing 15	Everything 10	General category 5	Specific 0

Appendix B

Interviewer

How accurate was the interview	Bad 0	O. K. 5	Good 10	Super 15
Should this student be included in the program	No 0	Probably not 5	Probably yes 10	Yes 15

Name of student_____

Priority level _____

Score_____

Appendix C

RATING SHEET USED FOR WORK PLACEMENT.

Success at Work Placement Equals 5 or more "yeses."

JOB

1. Student was placed in work that was an outgrowth of independent study. Yes No

2. Student was actually working, rather than observing, on job placement. Yes No

3. Student felt challenged by things he did or saw on job placement. Yes No

4. Student completed the time commitment he had made to his work placement. Yes No

INSIGHT

5. Student could list specific characteristics of person with whom he worked. Yes No

6. Student could list specific responsibilities of job he did or observed. Yes No

7. Student could list specific training requirements of job he did or observed. Yes No

8. Student discussed his experience and observations with rest of class. Yes No

DECISION MAKING

9. Student stated a definite positive or negative interest in general area of work experienced in work placement. Yes No

10. Student began to make life plans to reach the area of work identified through independent study and/or work placement. Yes No

Excerpts from Project CAREER

TITLE OF PROJECT	CAREER (Communi y Awareness Regarding Education, Employment, and Resources)
SPONSORING ORGANIZATION	Greenfield Community College Greenfield, Massachusetts 01301
NATURE OF PROJECT	A cooperative effort between business and education to answer area economic questions through the development of 1) county wide in-service teacher education, and 2) a Career Education resource library.
PROJECT CONTACT	Ethel M. Case, Director of Community Services
DATES OF PROJECT	July 1, 1973 to December 31, 1974
AUTHORIZED AGENT	_____ President Lewis O. Turner Greenfield Community College

NEED/PROBLEM

Educators, businessmen, and community leaders, have made a tentative commitment to the implementation of career education through the area school districts. As these commitments blossom into programs, teachers are going to be faced with daily problems of how to turn a theoretical idea into a classroom reality. It will be this reality that will determine the success and the future strength of the communities' commitment to career education. It will be this reality that may determine the future economic well-being of Franklin County.

For teachers to be successful in this endeavor, they will need in-service career education training, career education resources and materials to work with, and they will need to develop expertise and materials on the economic and career situations specific to Franklin County.

It is to these needs that the following program is addressed.

PROGRAM OVERVIEW

In order to answer the stated career education need of the county a program of in-service teacher training matched with the collection and development of career education materials is planned.

The in-service teacher training component will have two foci:

A) Career Education work sessions for each of the area school districts.

B) 15 session course experiences for teachers concerned with career education.

The career education resource development and collection will also have two foci:

A) the development of a centralized collection of commercially available career education resource materials (beginning summer 1973).

B) the development and collection of career education materials that focus on situations specific to Franklin County (beginning fall 1973).

The program of in-service teacher training and career education resource development and collection will be administered by Greenfield Community College with the assistance of an advisory board composed of community, schools, and industrial personnel.

Communications between the board, the college, the seven school districts and the program will be ensured by the publication and dissemination of a monthly newsletter.

PROGRAM SPECIFICS FOR IN-SERVICE TEACHER TRAINING

One Career Education work session for each of the area school districts.

These work sessions, presented during the fall of 1973, will each carry the same basic format with individual content structured to fit each school's needs.

The purpose of the work session is threefold: 1) to provide area teachers with a theoretical overview of career education, 2) to create, in the teaching core, a positive attitude towards the continuing development of career education, 3) to identify those enthusiastic individuals in each school's staff who will form the change agent team as each school gets further involved with career education.

Specifically, each work session will be three hours long. Each work session will be led off by a speaker concerned with the theoretical structure of career education. This speaker will be followed by six workshops which will give individual teachers a chance to explore problems and implications of career education for their specific grade level.

These work sessions will be presented to teachers during the school day.

Two units of three 15 - session course experiences for teachers concerned with career education (both units will be the same. One will be offered in the spring 1974; the other in the fall 1974).

These three courses, while each dealing with different grade levels and different expectations, will revolve around the development and discussion of specific materials to be used in specific classroom situations. The emphasis for

each of these courses will be on the practical applications of career education to the classroom.

These courses will be given in the evening at Greenfield Community College. Teachers will receive in-service credit for attending.

Course A: Open to teachers from grades K-6, this course will focus on career awareness and the fact that while work is important it is not the sum total of human life. It will recognize that while a choice of career is a major life decision, there are, in fact, many careers concerned with society, family, and politics that all individuals will experience.

Course B: Open to teachers from grades 7-9, this course will focus on career exploration. Cluster exploration will include identification of role models and hands-on experience. This will be matched with self-exploration through the identification of special interest and abilities.

Course C: Open to teachers from grades 10-12, this course will focus on career preparation, recognizing that career preparation speaks to the refinement of specific types of skills and motivation necessary to achieve desired career level.

PROGRAM SPECIFICS FOR CAREER EDUCATION RESOURCE DEVELOPMENT AND COLLECTION

The development of a centralized collection of existing Career Education Resource Materials.

A centralized library facility will be developed at Greenfield Community College. This facility will make its resources available to all participating schools through a library "lending system."

By utilizing this cooperative "resource mechanism," schools will have access to materials which would be far too expensive for them to buy individually. By placing the facility at Greenfield Community College each area school will be within easy reach of the materials.

These materials would include, but not be limited to:

Eric Materials

- Microfiche files
- Microfiche readers
- Microfiche printer

Career education games

Films/film strips

Audio tapes

Video tapes

Development curriculum and/or lessons for established career education models.

Career education periodicals

Career education background materials (hard backs/paper backs, funded proposals - federal guidelines for new proposals, etc)

The development and collection of career education materials that focus on situations specific to Franklin County.

This aspect of the resource library speaks to the problem that few local career education materials exist in Franklin County. Using the Audio Visual facility and technicians of Greenfield Community College, teachers from area schools, who were on sabbatical, would work to develop materials on local personalities, local industries, projected local needs, etc. These materials might take the form of a video tape, a slide tape show, a noise report, a written research document, or a painting.

Once this material was developed, it would be the property of the library to be used by all county teachers.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 11 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION